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ABSTRACT

Thirty papers are presented from a symposium devoted to the problems of the main trends in the research of the content and methods of inservice teacher education. Symposium participants represented the educational systems of Bulgaria, Hungary, East Germany, Poland, Cuba, Romania, the Union of Soviet Socialist Republics, and Czechoslovakia. In all countries whose representatives attended the Symposium, a unified system of inservice education of teachers and other educational personnel has either already been established or is in its initial state. The participants in the Symposium assessed certain results of scientific research of inservice teacher education which appear to be topical and useful. Emphasis of the Symposium was on the development of a unified, internally differentiated system of inservice education of educational personnel in the socialist countries. (JD)

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MAIN TRENDS IN THE RESEARCH OF CONTENT AND METHODS OF TEACHER EDUCATION

Proceedings of International Symposium held in Prague
from May 24 - 26, 1983

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EUROPEAN INFORMATION CENTRE OF CHARLES UNIVERSITY
FOR FURTHER EDUCATION OF TEACHERS

MAIN TRENDS IN THE RESEARCH OF CONTENT AND METHODS OF TEACHER EDUCATION

Proceedings of International Symposium held in Prague
from May 24 - 26, 1983

Editorial Board: K. Tmej /Editor/
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INTRODUCTION

A symposium devoted to the problems of the main trends in the research of the content and methods of in-service teacher education was held in Prague from May 24 - 26, 1983. The Symposium was part of the Plan of Multilateral Measures of the Socialist Countries in the Pedagogical Sciences for the years 1981 - 1985 which was approved at the 4th Conference of Ministers of Education held in 1981 in Berlin. The Symposium was held in compliance with the "Plan of cooperation of the Academy of Pedagogical Sciences of the USSR with pedagogical and psychological research institutions of the Czechoslovak Socialist Republic for the years 1981 - 1985" and with the bilateral agreement on cooperation between the Scientific Research Institute for General Education of Adults of the Academy of Pedagogical Sciences in Leningrad and the Central Institute for the Education of Educational Personnel in Prague, the organizer of the Symposium.

Taking part in the work of the Symposium were representatives of the Bulgarian PR, the Hungarian PR, the GDR, the Polish PR, the Cuban Republic, the Romanian SR, the USSR and the Czechoslovak Socialist Republic /the host country/.

The Symposium met at a time when the struggle for peace is strengthening throughout the world, when the peaceloving policy of the Soviet Union and of the other countries of the socialist community is winning over hundreds of thousands of peace defenders on all continents. The Symposium was held in a country which has survived two world wars, in a city which soon after became the venue of the World Assembly for Peace and Life, against Nuclear War, the biggest recent meeting of peace forces in the world.

At present when the imperialist circles are threatening to destroy the very existence of mankind by nuclear weapons and when all honest people are joining forces in the defence of human civilization, the purposeful activity of all peace-loving forces which are struggling against the threat of war also incorporates the endeavour for the democratization of education, the endeavour to deepen the education of the people, the effort for the development of the personality of every citizen, every inhabitant of our planet.

This endeavour was joined by all participants in the Symposium which proceeded from the conviction that qualitative changes which are currently taking place in the educational systems of all countries participating in the Symposium contribute to the economic, social and cultural development of these countries and of the whole socialist community.

One of the main prerequisites of the improvement of the educational system of every country is the systematic and purposeful work with educational personnel which are fulfilling all tasks of party and State policy in the field of education.

Personnel for whom pedagogical activity has become a profession are bearers of significant social functions in the socialist society. By their activity they implement educational, ideological and organizational tasks which have been set to them by the party and by the policy of the socialist State. They are at the same time people who during the fulfilment of the tasks which have been entrusted to them strive for selfrealization in society. The further education of educational personnel which no advanced educational system can at present do without must be planned and implemented such as to stimulate the teacher to attain those goals which have been set by the socialist society in the sphere of education. In service teacher education must become a genuine helper in the fulfilment of educational goals as well as in the creation of conditions in which educational work will bring satisfaction to the teacher.

In all countries whose representatives attended the Symposium a unified system of in-service education of teachers and other educational personnel has either already been established or is in its initial state. Questions of in-service teacher education are currently becoming the subject of scientific research which must comprehensively resolve the sociological, economic legal, pedagogical, psychological, hygiene and other aspects of the permanent education of educational personnel, proceeding from the theoretical and methodological principles of Marxist-Leninist science.

The participants in the Symposium assessed certain results of scientific research of in-service teacher education which appear to be topical and useful.

The results of theoretical study, empirical research and practice have shown that the process of the development of an internally differentiated unified system of in-service teacher education /INSET/ should proceed from the scientific research of the problem area, bearing in mind certain specific aspects of the problem and observing certain principles. One such principle is the aspect of the specificity of the pedagogical profession, specialization and qualification which is determined by demand given by the developmental stage of the educational system. The system of in-service education should prospectively incorporate not only all teacher categories but also all instructors, specialists who provide the practical vocational training of workers, school principals, personnel of educational and guidance centres, school inspectors and staff members of institutions for in-service training of educators, personnel of educational authorities including all personnel of ministries of education.

The development of the unified, internally differentiated system of in-service education of educational personnel must take into consideration and scientifically study those consequences which ensue from the development of science, technology and art, societal practice, new trends in education and from the changing role of the school, from the societal and specialist function of the teacher. In the system of in-service training of educational personnel it is also necessary to take into account the specificity of the role of the teacher in different stages of his specialist activity and to affect the process of the induction of teachers. The differences between individuals and the specific interests of educators should also be taken into account.

In the process of the development and gradual upgrading of the unified system of in-service education of educational personnel the problems comes to the fore of its functionality and effectiveness with regard to topical tasks and prospective trends of the development of the educational system. In this connection research will have to be focused on the development of systematic selfeducation of educational personnel, the development of teachers' skills and abilities to respond to topical requirements, their ability to upgrade their educational and instructional work. Theoretical and empirical research must first of all make an in-depth clarification of such motivation factors as it, for instance, the evaluation of the teacher, this both material and as concerns promotion - the awarding of specific titles to teachers. It will then be necessary to study methods of school administration which influence mutual relations between members of the school instructional staff and affect their standards. The state and methods will have to be studied of the elaboration of materials which the teachers use, such as the teachers use, such as curricula, text-books, methodological handbooks, etc. The key to the solution of the problem is the research of diagnostic methods which will make it possible to determine and measure the effectiveness of in-service teacher education; last but not least it will be necessary to study objective criteria for evaluating the quality of the teacher's work in the sphere of education, the criteria of the teacher's professional skills.

The existing system of in-service education of educational personnel is mainly founded on the following principles: any measures in the field of INSET require the teacher's release from work for a certain period of time and his assignment to specially organized groups which are separated both from the teacher's workplace and from his everyday duties in the classroom. This organizational principle is suitable for certain forms of INSET and will be employed also in the future. It must not, however, become the sole and universal principle of INSET in which the school or educational establishment will become the venue of in-service education. In such a system in-service education incorporates the whole school instructional staff. The systematic in-service education of teachers is thus incorporated in the work of the educational institution. INSET is implemented together with the teacher's fulfilment of his educational tasks. This system directly contributes to the planned introduction of the latest results of educational science into practice and to the upgrading of the educational process. Within the framework of such a concept it will be possible to strive more effectively for the linkage of theory and practice and to transform the school into a system forming the personality of the pupil.

The didactics of different subjects play a very important role not only in the pre-service but also in the inservice education of teachers, this because it can to a considerable extent contribute to deepening the functionality and to increase the effectiveness of education and the methodological upgrading of the teacher. The development of didactics of science, technical and art subjects in the education of educational personnel and in their in-service education offers broad possibilities for cooperation on an international scale.

The unified system of in-service education of educational personnel requires that the respective institutional base be set up; the question of such institutions was also discussed at the Symposium. Institutions which in countries represented at the Symposium are related to INSET may be categorized into several groups by their participation in the process of in-service education of educational personnel:

a/ schools of all types and levels and all educational establishments where INSET accompanies the educational work of educational personnel;

b/ institutions specializing in INSET differentiated by workplace and by the category of educational personnel trained;

c/ secondary and higher education institutions whose main aim is teacher education: these institutions fulfil the task of in-service education as a secondary function;

d/ institutions and organizations which implement the process of in-service education of education personnel outside of the educational system: they include political and public organizations, scientific institutes and associations;

e/ the mass media: the press, radio and television which disseminate educational knowledge; libraries and institutions which develop and manufacture educational media.

The coordination and cooperation of all these institutions has in a number of countries represented at the Symposium become the subject of research. With regard to current needs it would be extremely useful to develop the didactics of educational technology: the development and use of photographic materials, films, tape recordings, technical equipment, programmes, etc., such as would enhance the modernization of methods used in the in-service education of educational personnel.

The deliberations of the Symposium showed that the above mentioned problem areas are in the centre of interest of all participating countries. With regard to the specificities of the current state and of the historical development of educational systems in the respective countries the solution of problems in the given area would be enhanced by the mutual exchange of results of scientific research, if required, by the exchange of basic educational materials, such as syllabi and curricula for pre-graduate teacher education and for all forms of in-service education of educational personnel, the exchange of text-books, teaching aids and of other study materials.

INTRODUCTORY SPEECH BY K. ČEPIČKA, DEPUTY MINISTER OF EDUCATION, CZECH SOCIALIST REPUBLIC

Dr. Karel Čepička, PhDr. Deputy Minister of Education of the Czech Socialist Republic took active part in the Symposium on the further development of teacher education in the socialist countries held in Prague from May 24 - 26, 1983 by the Central Institute for the Education of Educational Personnel. In his introductory speech the Deputy Minister of Education emphasised the importance of the Symposium devoted to the trends of further development in the field of the theory of teacher education. He stated that the given problems, related to the systematic education of teachers in primary and secondary schools are a very important subject-related, pedagogical and political task. Another significant aspect is the deepening of the international character of the educational activities of socialist educators. A typical feature of this activities is the intensive partical introduction of experiences of Soviet schools and educators in the first country of real socialism. The importance of this aspect of educational work comes to the fore at present when in the class divided world the positions of the world socialist system are further being consolidated and when this system headed by the Soviet Union is striving for the halting of the arms race and for the safeguarding of firm peace on our blue planet Earth.

K. Čepička then went on to say that this circumstance defines the main framework and direction of the international Symposium related to the education of educators in the socialist countries which represents an important factor in deepening the education of the young generation and of the working people, a subjective factor in defending the peace efforts, further social progress, ideas and values of communism.

The Deputy Minister cordially welcomed all foreign delegations and guests from the socialist countries, namely from the Soviet Union, the representatives of the central authorities of the Czechoslovak State and of educational authorities, delegations of institutes of the Czechoslovak Academy of Sciences, sector institutes, teacher training faculties and institutions of higher education.

The speaker characterized the period in which the Symposium was being held as follows: In the Czechoslovak Socialist Republic the restructuring is gradually being implemented of the educational system whose aims are encompassed in the programme "Further Development of the Czechoslovak Educational System" approved by the Presidium of the Central Committee of the Communist Party of Czechoslovakia in 1976.

The Deputy Minister emphasised that the essence of the new concept of educational work in the school consists in devoting special attention to the development of the personality of the pupil and to the modernization of the content of education which must be up to the current level of scientific, technical and art fields. He outlined the need of modernizing the methods of educational work because, he stated, a more demanding and theoretically deeper content must be implemented by new and adequate methods. It is therefore typical of the new content of educational work in the school that the teacher is expected to take an appropriate methodological approach to the pupils. From this follows the necessity of putting emphasis mainly on activity methods and forms of work whose aim it is to increase the interest and participation of the pupil in acquiring the necessary knowledge and skills in the educational process.

Experience has shown, said K. Čepička, that the basic prerequisite of success of structural changes in the educational system is to prepare teachers for these changes. Therefore, in the course of the restructuring of the Czechoslovak educational system teachers are in advance preparing for instruction according to the new concept, this gradually, by school levels, i. e., first nursery school teachers, followed by primary school teachers, secondary school teachers, etc. In 1978 the training was terminated of nursery school teachers, in the school years 1982 - 1983 the training of primary school teachers for the new system will be terminated. In the same school year training will be launched of all teachers of all types of secondary schools. In the new concept of educational work in secondary schools the principle of democratization of the school system is reflected more explicitly than at primary level. The implementation of the ideas of the said document requires that the following conditions be created to this end: to strengthen a new linkage between secondary schools of different types, to bring as close as possible technical schools, vocational schools and grammar schools. Therefore the training of primary school teachers is closely followed by the training of secondary school teachers and this is being done very responsibly because this is a task of primary importance.

K. Čepička emphasised the fact that the demands set in the Document are realistic and that this has clearly been demonstrated in the course of the Project implementation. Pre-conditions are being created for the harmonious development of the personality of the pupil, the foundations are being laid for building up the pupils' world opinion, the moral qualities of pupils are being developed, their positive attitude to work is being strengthened. The new didactic approach of the teacher is contributing to develop the activity of pupils, to develop their creative thinking, it educates the pupils' creative thinking, their collectiveness and independence. The linkage has been strengthened between the school levels. Problems which arose during the implementation of the Project are operatively being resolved. The systematic improvement of various forms of teacher training is one of the main preconditions of the education of the socialist educator for the fulfilment of not only current but also potential tasks of the education of the working people, namely the young generation which will take its place in the coming stage of the construction of advanced socialism in the Czechoslovak Socialist Republic.

The gradual implementation of the said document in Czechoslovak primary, secondary and higher education reflects the purposeful approach of educators, educational personnel and of scientific workers in education to the attainment of the field of education, a policy which for the first time in the history of the Czechs and the Slovaks creates singularly broad opportunities for the development of education and of the communist education of the young generation in harmony with the needs of the further building of advanced socialism. In this respect the active approach of teachers, instructors of practical training and other educators will find its expression in the implementation of the decision taken by the XVIth congress of the Communist Party of Czechoslovakia in Czechoslovak schools.

The Deputy Minister went on to stress the importance of the role taken by Marxist pedagogy in the development of the education of socialist educators. The questions of the education of children and of the working people will have to be tackled in harmony with the historical mission of the working class. It is natural that K. Marx and F. Engels devoted great attention to the questions of the educational policy of the working class and that they laid the foundations to Marxist-Leninist pedagogy. Marxist pedagogy develops on the from tradition and historical roots especially in the 1970's when a new factor is added, namely the integration of the science of education which is implemented on a broad scale and is oriented among others by annual consultative meetings of directors of pedagogical scientific and research institutes.

From this development of Marxist pedagogy and of the socialist school follow conclusions for defining the trends of in-service education of educators which in the historical process brings closer together all socialist states and deepens the international character of education as part of socialist culture.

The in-service education of socialist pedagogues, said K. Čepička, requires from us on the one hand well-based and rational use of the knowledge of Marxist-Leninist pedagogy which has been acquired in the process of its historical development, on the other hand the use of all intensification factors which effectively influence the further improvement of the educational work of educators at primary and secondary levels. He went on to point to the increasingly evident fact that the demanding tasks of education which are becoming manifest in the entire system of internally interlinked changes and which incorporate the interrelations between goals content-method and organizational forms of instruction, cannot be successfully implemtned by educators with isolated impact on their pupils but only by a harmonious, politically mature and highly qualified staff acting in harmony. Such a staff may therefore be considered as a significant intensification factor for enhacing the effectiveness of the work of educators as well as a goal of pre-service and in-service teacher education.

K. Čepička emphasised that fact that intensification factors can only be effective when they act as target oriented systems, i. e., as a complex of correlated factors, the interaction of participation and motivation of educators, their ability to cope with demanding and stress situations. In their integrating impact these factors contribute towards forming a harmonious collective of teachers. Only such a school staff has a high ability to set itself high educational and instructional goals and to achieve them in the given time using adequate methods and means, this in conditions of the dynamic development of education in particular and of the socialist society in general.

It is evident, said the Deputy Minister of Education of the Czech Socialist Republic, that the ability to set oneself and to achieve the desirable goals reflects the state of the work of the whole staff, of the response of members of the school staff to the changing role of the pupil, it is evident that it puts higher demands on pedagogical work. The motivation of pupils in the pedagogical process which is based on the clarification of the goals of the lesson should lead to a more active participation of pupils in their own education, i. e., to self-education. It is evident that self-education and self-instruction as a specific manifestation of awareness, party allegiance and purposefulness should be maximally developed in our educators within the framework of all forms of pre-service and in-service education of socialist pedagogues.

In this consists the basis of the development of the creative initiative of educators and school staffs which will help successfully implement the new concept of educational work in primary and secondary education. The purposeful orientation of this creative initiative of our educators also makes it necessary to introduce a well-conceived working regime and a time linked programme of the educational work of educators and school staff. The importance of such working regimes with the aim of effectively achieving desirable results was emphasised by Y. V. Andropov, General Secretary of the Central Committee of the Communist Party of the Soviet

Union. Their function has been underlined in the Soviet press.

It is evident that the said trends of the further development of the pre-service and in-service education of socialist educators must be part of socialist Marxist pedagogical scientific research and must then be practically introduced into the work of all educators. The accelerated introduction of this and other scientific and practical information into the everyday work of educational personnel, namely teachers, is an active contribution to the development of the socialist educational system, to the development of social progress and towards strengthening world peace.

KAREL TMEJ

MAIN TRENDS IN THE RESEARCH OF THE THEORY OF TEACHER EDUCATION IN THE CZECHOSLOVAK SOCIALIST REPUBLIC

/keynote paper/

The document on "The Further Development of the Czechoslovak Educational System" which was approved by the Central Committee of the Communist Party of Czechoslovakia on June 4, 1976 and by the Government of the Czechoslovak Socialist Republic in the same year as the basic programme of the development of our socialist system of school education in the current stage of its development, rightly emphasises the idea that "the teacher is the decisive and irreplaceable factor in the communist education of the young generation". The importance of the teacher's role in the process of communist education was also underlined by the national conference of teachers in 1979; in the light of the said document it emphasised the creative activity of the teacher. In connection with these great tasks for the teacher and his work in the present period, i. e., in the period of the scientific and technical revolution, the question of teacher education and its further development comes to the fore.

The Communist Party of Czechoslovakia in its programmes for schools and education has always devoted great attention to teacher education. The decisive point in this respect is the Act of Law concerning the unified educational system adopted in 1948 which opened the road to the building of a socialist educational system in the Czechoslovak Socialist Republic through the democratization of the system of school education. An indispensable prerequisite was the new elaboration of the tasks and activities of teachers and in this connection a new solution of the problems of pre-service and in-service teacher education. The demands placed by our socialist society on the teacher and on his education which are encompassed in the said document further specify the ideas of the Act.

The solution of important problems linked with the education of teachers in a socialist society cannot remain empirical, it has to be made on the basis of pedagogical research, appropriately organized and developed. At present the necessity is generally recognized of studying the problems of teacher education using scientific methods and the need of concentrating numerous teams of scientists and specialists for the solution of the said problems. In the Czechoslovak Socialist Republic this work has reached a high level of development, has its tradition and its significant results. It will certainly not be considered immodest when we recall that the results of this work in the Czechoslovak Socialist Republic have helped to defend correct ideas within Unesco.

In my paper I shall concentrate on the problems of the scientific research of teacher education and on the solution of these questions on the basis of the results of this research.

The guarantor of research in the field of teacher education in the Czechoslovak Socialist Republic is the Central Institute for the Education of Educational Personnel in Prague as the sector institute of the Ministry of Education of the Czech Socialist Republic. In its work our institute leans on international cooperation with the socialist countries, namely using the experiences of the USSR. We also proceed from all that is positive in the work of our predecessors /the Institute for Teacher Education of Charles University/ and on the results of the work of our Slovak comrades, namely the Central Institute for the In-service Training of Teachers in Bratislava.

Scientific research in teacher education in this country develops along two lines, namely along the line of the

State plan of research and along the line of the sector plan of research of the Ministry of Education of the Czech Socialist Republic. The area of teacher education as one of the priority research tasks was incorporated in these plans in 1960. In the years 1960 - 1965 research activity was mainly focused on the problems of in-service, namely post-graduate /post-diploma/ teacher education. The main problems were tackled of the constituting of this type of education in the educational system as a whole, its objectives, main functions and concepts. In this connection the content of in-service teacher education was outlined in general terms which was empirically verified in certain university fields. On the basis of the following five year plan of scientific research, work was centred on the investigation of the development of teacher education in the world, this in order to be able to more objectively evaluate the state of teacher education in our country and to determine the principles of its further development. Regardless of the crisis development of our society in the years 1968 - - 1969 which to a certain extent also influenced scientific research in the field of teacher education, a solid foundation was laid for the study and solution of problems of teacher education. The said problems were in definitive form processed in the scientific study elaborated by the Institute for Teacher Education of Charles University in Prague which was published in 1970 under the title: "Prognosis of the development of teacher education in the Czechoslovak Socialist Republic" which became part of the State Plan "Fundamental theoretical problems of teacher education". On the basis of basic research which immediately preceded the XIVth Congress of the Communist Party of Czechoslovakia certain conclusions were arrived at which have long-term significance for improving teacher education in the period of the advanced socialist society and in the process of its consolidation. The solution of the teacher problem area thus reached a new level. From one-off teacher training we could progress towards the long-term staged concept. This became an objective necessity in the early 1970's both in this country and in other countries with an advanced educational system, concretely in the socialist countries.

The main organizer of in-service teacher education in the previous periods were regional institutes for the inservice training of teachers, district methodological centres, methodological associations and subject commissions in the schools. The said organisations certainly did useful work in giving publicity to socialist pedagogy, in methodological and pedagogical innovation in concrete conditions of the practical work of teachers. They were, however, not able to cope with new tasks, namely in the theoretical field. Therefore, in 1976, on the basis of preliminary experimental verification, post-graduate education at university level was introduced. After 1972, graduation from post-graduate courses became the condition for the promotion of all teachers who had been serving for 10 years.

Serious shortcomings were, however, found in the implementation of post-graduate instruction. The gravest shortcoming was the inadequate linkage of the theoretical pedagogical and subject-related education of teachers and their pedagogical everyday activity, and the insufficient evaluation of this practical work.

Another problem was the application of acquired theoretical scientific knowledge in the teacher's practical work, the linking of pedagogical, political and subjectrelated teacher education in in-service education.

The scientific research of teacher education which was developed within the main task of the State plan of research in the years 1969 - 1975 under the title: "System of teacher education in the Czechoslovak Socialist Republic in the period of the scientific and technical revolution and in the conditions of a class divided world" not only showed the indispensability of changes in the system of our school education in connection with social changes taking place in the first half of the 1970's but also pointed to the as yet unresolved problem of the disharmony in the educational and rearing work of the teacher. It appeared evident that the most complicated and most difficult problem in the introduction of the results of science into practice is the formation of the teacher's skill to transmit science into the instructional process and in this to orient himself to the moral and political education of pupils. The results of the research showed that the existing concept of teacher education did not, in the process of the formation of their pedagogical profile, create adequate conditions for the development of pedagogical abilities and skills such as are decisive for the effective development of the communist education of our youth. Therefore, some of these questions were studied in research plan no 15 of the Ministry of Education: "Higher education and in-service education of teachers of primary schools, secondary technical schools and secondary vocational schools" which was implemented in the years 1970 - 1975. The research pointed to shortcomings in teacher education and outlined ways to their elimination. It was not, however, oriented to a comprehensive solution of the problem area nor to the problem of the system of life long teacher education. The research project was implemented at a time when under a Decision of the XIVth Congress of the Communist Party of Czechoslovakia and the July Session of the Central Committee of the Communist Party of Czechoslovakia /1973/ preparations had been launched for the project of the further development of the Czechoslovak educational system. An it was thus only after the adoption of the said document in 1976 started a qualitatively new stage not only in the development of Czech and Slovak schools but also in research work related to post-graduate and in-service teacher education. Greatly important for scientific work was the 3rd conference of educationalists of the socialist countries held in Warsaw in 1977, whose results we purposefully used in our conditions.

The restructuring of the higher education of teachers was processed with regard to the requirement for an ideological, conceptual and institutional interlinkage with in-service education of educational personnel. The results of our research showed that the existing practice of teacher education contained modern and innovation components but did not fully proceed from a well-conceived new mission of science in the period of the scientific and technical revolution in the concrete conditions of our educational system. The education of educational personnel established without any regard to the new mission of science would not be built on a sound foundation. The results of individual research projects would not have a firm foundation and would lack any unity.

Marxist pedagogical science in the new stage of its development and within socialist international cooperation had to devote greater attention to the problems of the formation of the personality of the teacher in order that theory could more quickly contribute towards raising the effectiveness of the educational system. Changes in the orientation and mission of institutions of higher education training for the teaching profession led to the establishment of the Central Institute for the Education of Educational Personnel in Prague and of a similar institute in Slovakia /1976/ and were also reflected in a Decree issued by the Ministry of Education of the Czech Socialist Republic on October 26, 1977 on the unified system of in-service teacher education for teachers of primary, secondary and higher education installations as well as of other educational personnel and instructors, as well as in instructions issued by the Ministry of Education of the Czech Socialist Republic concerning the induction of young teachers, post-graduate instruction, specialized instruction of teachers and instruction of heads of departments of regional institutes for the in-service teacher education and heads of district methodological centres. The two legal norms were compiled by scientists working on the main research task RŠ II which was implemented between 1976 and 1980 by the Central Institute for the Education of Educational Personnel in Prague. In their work they used the results of their research work.

The implementation of the main research project of the Central Institute for the Education of Educational Personnel - R Š II /1976 - 1980/: "System of Permanent Education of Educational Personnel in the Advanced Socialist Society of the Czechoslovak Socialist Republic" which proceeded from the results of the State and sector research of teacher education carried out in the previous five year plan has basic importance for permanent teacher education.

The research project was broadly based comprising the extensive problem area and is based on in-depth probes into this problem area. It comprised the following partial tasks:

1. System of educational professions, qualifications and specializations which are indispensable for the further development of the Czechoslovak educational system.
2. The personality of the socialist teacher and his creative activity.
3. Problems of the content of the education of educational personnel.
4. The organizational and institutional system of in-service teacher education within the framework of permanent education.
5. The education of school administrators and potentional administrators for their managerial work in an advanced socialist society.

Contrary to previous tasks in the sphere of the education of educational personnel the RŠ research project was implemented both horizontally and vertically. In the research the team used historical, historical-comparative, theoretical and empirical methods in unprecedented depth a and range. The project itself placed high demands on the scientific erudition and theoretical training of the researchers being a complex and diverse entity from the methodological, content and organizational points of view.

The research project tackled the following problems:

a/ theoretical problems comprising broader interrelations which link the system of education of educational personnel with the entire system of education and with the societal environment,

b/ theoretical problems of phenomena which may be considered as being basic elements with regard to the educational system,

c/ the theoretical problem area was practically applied in the elaboration of educational materials - draft contents of pre-graduate education and certain types of in-service teacher education of teachers, diverse courses, curricula of various subjects, text-books and learning texts; and in the practical implementation of the said materials.

At the same time a prospective long-term universal unified system of the qualification of educational personnel of all categories and branches was elaborated such that it enabled to upgrade and improve the results of the work of teachers and other educational personnel. A significant result of the RŠ II project was the development of a methodology of research for projecting the content of teacher education. At the same time a concrete specification was designed of the education of teachers and school administrators in which were reflected the experiences of the USSR and of other socialist countries. In this lies the advantage of this system.

The solution of the research project led to a number of new measures which significantly contributed to the further development of teacher education and to the development of our entire educational system. The research of teacher education the research of the content and methods of in-service teacher education in the early 1980's consolidated and deepened the in-service education of educational personnel and found its reflection in the practical policy of the Communist Party of Czechoslovakia in the field of education. In this lies its second advantage. The solution of the research task considerably enhanced the effective implementation of the project of the "Further development of the Czechoslovak educational system". And that was the third and most significant factor in the development of our educational system in the period of the building up of an advanced socialist society.

The problem area which we have just characterized and which in the theory of education of teachers was the subject of research of in the course of past five year plans; in this connection the Institute for the Education of Educational Personnel has developed the concept of the research project "Theoretical aspect of the pre-service and in-service education of the socialist teacher" which is implemented in the years 1981 - 1985.

The current restructuring and further development of the Czechoslovak educational system encompassed in the documents of the government of the Czechoslovak Socialist Republic and of the Communist Party of Czechoslovakia comprise as one of the most important components changes in the educational work of teachers and of all other educational personnel. It has become evident that in connection with the restructuring of the educational system this is one of the most difficult tasks. It is here that traditional views are most difficult to overcome and come into conflict with the new concept of the goals and content of the educational functioning of the school and of educational institutions and thus into conflict with the objective needs of the advanced socialist society. The complexity of the task which consists in the change of the educational work of teachers follows from the functioning and interaction of a number of factors. Partial changes of any single one of these factors do not lead to the desirable change of the essential educational activity of the teacher. Insomuch as all previous research programmes were related primarily to the educational system, its objectively defined content, etc., in the research programme for the years 1980 - 1985 the key problem is that of the teacher, his role and place in society, in the school, his ability and sills in managing the process of education, his practical activities.

Next to education the professional work of the teacher is influenced by a number of factors some of which have so far remained outside of the range of interest of scientific research in the Czechoslovak Socialist Republic. This mainly includes the expectations and demands of the socialist society which for the teacher follow from the development of the educational system. The study of current problems relating to the mission and position of educational personnel in the period of the restructuring of the Czechoslovak educational system and of the restructuring of the system of teacher training - this is the content of the first part of the current five year research plan.

At present when the socialist state is completing the realization of the ancient dream of progressive teachers we can put the following question: how is higher education reflected in the position of the educator? By answering this question we shall gain information both for publicity among parents and for managerial work in the schools, for improving the quality of pre-service and in-service education of teachers, instructors, instructors of practical training and of other educational personnel.

In connection with the restructuring of the Czechoslovak educational system we have since 1977 also been implementing the new concept of unified higher education of primary school teachers /eight year primary school/ and of secondary school teachers. The new syllabi and curricula will have to be upgraded and innovated in order to deepen the professionality of all teacher education. The problems of the pedagogy of individual scientific fields, the problems of interrelation between selected scientific fields and subjects taught in higher education are the subject of the second partial research task. In this respect the fundamental question is the development of didactic systems for all subject taught in higher education. The second partial task concentrates on instruction in pedagogy as subject oriented to the children's and youth movement, to the establishment of didactic systems for mathematics, for the history of literature, the history and theory of foreign languages. Deep attention is devoted to the higher education of nursery school teachers and to the didactic system of pedagogy in teacher training.

The third partial research task concerns the problem area of the in-service education of educational personnel. In this respect we are astriving for complex projecting, the improvement of previous projects, the establishment of new comprehensive projects in which are formulated not only the specific goals of the given type of in-service teacher education and their respective content but also methods of instruction, the organization and methods of verifying the results of instruction, i. e., the degrees of the attainment of the set goals. The thus comprehensively formulated projects are being experimentally tried. The projects are being designed using theoretical and empirical research which helps to specify the main postulates for constituting the structure of in-service teacher education as concerns goals, content and methodology. The solution of this partial problem has the character of applied research and development. It proceeds from Marxist systems analysis of education and from the theory of projecting instruction developed in past years by Associate Professor Čapek, Dr. Sc.

The object of the fourth partial research project is the didactics of different subjects as a subject in teacher education. The following two problem areas are being studied:

1. The concept and structure of the didactics of science, technical and art fields. On this basis are developed the didactics of different fields in the curricula of pre-service higher education of teachers. In connection with the development of the didactics of the different fields the process is studied of instruction in the didactics of the field in higher education, its effectiveness in relation to new updated curricula.
2. The system is being elaborated of the work of teachers in different subjects and the method of the formation of this activity in the didactics of the respective field as a subject taught in the higher education of the teacher, this with the aim of increasing the effectiveness and quality of the management of the process of education at primary and secondary school level.

Closely linked with the above problem area is the fifth partial project. Psychological and pedagogical approaches to the formation of professional skills are used in the pre-service and in-service education of educational personnel. There exist research projects which in harmony with Soviet psychology have made it possible to revalue the definitions of the concepts skills, habit and ability which in textbooks have hitherto been interpreted in traditional terms.

The formation of professional skills of educational personnel is being experimentally studied by specialists in the individual subjects incorporated in the higher education of teachers /where they are also involved in their establishment/ and in the process of in-service teacher education /where they are being restructured/.

In the process of the solution of problems in this problem area didactic tests are being developed designed for measuring the specialist skills of student teachers. A test has been developed which helps evaluate the abilities of the teacher to establish contact with the class, this using a double videorecording. The main criterion of the student's ability is the level of his involvement. In practice such a test is important for the self-evaluation of the future teacher. An analysis of the videorecording provides valuable material for the research of the basic skills which must become part of the professiogram of the teacher.

A further test is being developed of the level of the teacher's abilities - the ability to create the appropriate problem situations. This will include the teacher's ability to put questions, to develop the fabric of teaching material, etc. The criterion here is the pupil's understanding of the problem. Teaching materials for history and drawing are being developed in this sense.

The object of research in the sixth partial project is the in-service education of educational personnel implemented within the framework of permanent education directly in the school where it involves the entire instructional school staff. The objective of the research is to contribute to the systematic deepening of the educational impact of the school on the development of the pupil's personality.

The education of educational personnel implemented in subject groups and in school educational councils is linked with the basic work of the teacher, i. e., preparation for the process of instruction and education, its implementation, the supervision and evaluation of this activity on the development of the pupil's personality. The endeavour is aimed at making the education of educational personnel help transform the work of the school into a system of the cooperation of all educators in the development of the pupil's personality and his ability for autoregulative self-perfection.

The transformation of the school into a system developing the personality of the pupil whose brief characteristic we have presented is practically implemented with the use of the methodology of the transformation experiment which consists of the following stages: the stage of conception, the stage of introduction, the stage of transformation, the stage of the evaluation of results. For the future we are considering the cyclic deepening of this experiment and the application of its results on a mass scale in the in-service education of educational personnel.

Within the framework of the main research tasks the methodological aspects are also being studied of the research of in-service teacher education, this from the point of view of its optimization, orientation and the implementation of its results in the practical work of educators. Scholars have used the model imaging of the problem with programmed projecting as the methodolog for constructing the respective model. Marxist systems analysis and the structural functional approach were used in the specification of principles for the research of in-service teacher education which is considered to be the first step of idealogical abstraction in process modelling.

The formulation of the adequate conceptual system which is the second step of idealogical abstraction on the modelling process is oriented to the identification of this process, this by defining its main subsystems which include: the elaboration of the target of the in-service teacher education, research project the implementation of the target of the given research project, the implementation of the results of the implementation of the given research project.

The solution of this problem area is societally beneficial also by its clarification of the basic structure of the process of the research of in-service teacher education which has a more general nature. This makes it possible to use the obtained results not only in the research of in-service teacher education but also in other fields of research within the RŠ II project as a whole.

In conclusion a final few words about the implementation of the results of scientific research of teacher education in practice, namely the activity of the Central Institute for the education of educational personnel. The basic postulate is the fact that the Ministry of Education of the Czech Socialist Reoublic which is the authority responsible for setting research tasks in which are part of the research of sectors in the field of education, has discussed in advance the anticipated results of research projects with authorized researchers and committed itself to appropriately implement them in practice.

Moreover, the scholars themselves may in many instances themselves implement the results of their research work being teachers in universities and colleges training for the teaching profession and members of the staff of central institutes for the in-service education of educational personnel. Thus, for instance, the complex project was elaborated of the ideological, political and pedagogical and psychological education of educational personnel for the new concept of educational work at secondary level. In the implementation of this measure the concept was used which had experimentally been tried in schools within the framework of the sixth research task. The concept of the teachers' cooperation in the development of the personality of the pupil is explained to educators also within other forms of in-service education. The results of the study of the social position and mission of teachers are used in form of expertises for the ministry of education for national teachers' conferences and involved scholars are members of commissions for the development of curricula and syllabi for teacher education.

The research programme for the years 1980 - 1985 which is being implemented under the guidance of the Central Institute for the Education of Educational Personnel is the broadest research project in teacher education ever implemented in the Czechoslovak Socialist Republic. Taking part are 200 full-time researchers. The research project has proceeded from the results of previous research projects carried out in the Czechoslovak Socialist Republic and in the other socialist countries, i. e., the system of projecting teacher education in general and the education of teachers of different subjects in particular. This research project could concentrate on the key position of the teacher in the educational system, on the teacher's place in society, on his professional activity as the result of the integration of education in the respective field /subject/, in pedagogical and psychology subjects, in political training and in Marxist--Leninist methodology. Very important in this respect is the didactics of subjects the orientation to the linkage of all mentioned components of teacher education and to the association of theoretical and pratcical training for leading the educational process in the school. The analysis of the teacher's work using professigrams, records, tests and other examinations of professional knowledge and skills may help improve the quality of the concept of in-service teacher education, including their permanent education within the school staff. The questions of the methodology of research and of the transformation experiment in the school will obviously become components of theoretical research carried out within the practical work of the school.

The study of teacher education has yielded some theoretical hypotheses which may have methodological importance.

Projecting teacher education represents a special field of pedagogical research which is characterized by specific approaches and methods which must continuously be studied. Teacher education is comprehensive and therefore requires a systems approach to be taken to the solution of all related problems. The system of teacher education is the result of educational research but also the instrument of theoretical and practical pedagogical innovations. All scientific fields are involved in the study of teacher education as a pedagogical problem - this is because the teacher is educated to become a specialist capable of transmitting science into education, of applying the results of differencitated scientific knowledge to social practice. Teacher education can thus promote the use of application mechanisms also help to comprehend and systematize the results of scientific knowledge in the world opinion of people which in turn is the source of further knowledge and the source of socialist societal values.

I am convinced that the stimuli and experiences which representatives of the fraternal socialist countries will present to this conference will be useful for us and will servie the further improvement and deepening of our work. We shall be happy if the results of our work are beneficial for the common cause. We all have one goal and therefore every exchange of the results of scientific and research work and experiences is of immense importance, something we cannot do without. The experiences and stimuli which we shall gain are not only important for our present work but mainly for drawing up the next five year plan of research in teacher education for the years 1985 - 1990.

LUDMILA GENKOVA /BULGARIA/

OPTIMIZATION OF THE CONTENT OF THE PROCESS OF IN-SERVICE EDUCATION OF EDUCATIONAL PERSONNEL

The optimization of the process of in-service education of educational personnel exceeds the framework of simple in-service education and requires its complex restructuring in the spirit of current requirements and needs. The main criteria of this reconstruction are socially determined goals and achieved social results /effects/ which provide the complex qualification of educational personnel in the implementation of the educational reform in our country, this always ahead of the actual reconstruction. The aims and results of the qualification process are defined by its components: content, organization, methods, means of information and material and technical provision /Fig. 1/.

The content of the process of further education directly reflects and materializes its goals, namely the planned outcome of the in-service education of educational personnel in compliance with their real /changed/ specialization. The application of the systems approach allows to conceive the content of instruction as a complex dynamic system, a problem area which may be specified in the following manner /Fig. 2/. The typology of the problems and the hierarchy of the content of the qualification process which we have chosen is given by the build-up nature of this process as well as by the current needs of improving the quality of educational work and its creative character.

The postulate and main determinant of the specification and modelling of the content of in-service education include the main trends in the development of science, culture and education, as well as current trends in the development of our society up to the year 1990. The main principles which are applied to the choice and structuring of the content of in-service education are the systems approach, the scoentific approach and the party approach, selectivity, adaptability and variability, the unity of theory and practice, integrity, flexibility, the spiral character of in-service education, etc. The structural functional model of the content of instruction was developed on the basis of these principles /Fig. 3/.

The studied model represents a spatial matrix whose coordinates are the main determinants of the content of the process of in-service education: scientific, social and organizational. Problem complexes, areas and disciplines reflect the cognitive nature of current science and education, the problem areas reflect current social demand and forms of instruction reflect the specificity of the process of in-service education. The integration of these determinants through the system of coordinates allows to programme the problem area and to achieve its coordination, unification and variability. As a result of integration in the spatial matrix any problem area is determined and represented in form of a cube which in certain optimal limits may vary.

The presented model reflects the static and dynamic character of the content of in-service education, its complex information and process characteristic. Through the medium of the transformation of the spatial matrix into a two-dimensional matrix it is possible to obtain an approximative model which may be used as an instrument for the optimal selection and structuring of the content of in-service education /Fig. 4/. The thus obtained structural and functional model of the study plan contains the necessary minimized information on the content of instruction, unified for the general scientific training of educational personnel and differentiated for their scientific and theoretical and practical subject-related training.

In the model the problem units are designated by arrows /vectors/ directed from theory to practice, in order to make it clear that every problem is considered from various angles through different fields and activities and develops in a spiral in the downward direction. The problem units on the horizontal and on the vertical are the smallest elements of instruction content. They are determined by the integration of science subjects and disciplines related to current social problems. The said problem units are specified by the number of teaching hours and by the problem area of the unified study plan and curricula which are developed on the basis of the designed model and experimentally used for optimizing the content of in-service education within the CIUURK /Central Institute for In-service Education of Teachers and School Administrators/ in the course of the past two years. In the development of the unified study plan we selected as the general criterion of optimality the harmony of in-service education with societal demand, with the development of societal practice and the societal function of the school and with the needs of teachers as concerns in-service education. In this connection the fundamental problem orientation is based on the strategy of the Bulgarian Communist Party oriented to the intensive development of all fields of life, on party decisions and decisions relating to the reconstruction of education, on the main practical approaches and ways towards the intensification of the educational process, namely integration, intellectualization, optimization and multiplication. On the basis of the said current partial trends we have selected and structured concrete problems which arise in planning the content of in-service subject-related education.

The indispensable comprehensive and unified training of the contemporary teacher is provided through comprehensive scientific training /scientific complex/ which includes methodology. Unified methodological training is subject related and thereby specialized and differentiated while maintaining the general unified line. Problems which the plan defines in the theoretical cognitive plane are developed practically through activities which are defined in syllabi as: actual training, independent study and theses, laboratory and teaching practice. The subject-related problems and the problems of different activities are specified as concerns content and organization in the curricula of pre--service and in-service education.

Curricula as documents derived from the unified syllabi specify the process of in-service education for different

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categories of educational personnel, observing the provisions of the syllabi. The syllabi provide didactic coordinates and model the problem area incorporated in the curriculum. This allows to select, plan and structure the content of in-service education on the basis of a unified strategy and in compliance with the specific needs of the in-service education of teachers and school administrators.

Our new approach to the distribution, hierarchy and structuring of instruction create preconditions for its optimization and periodical upgrading, updating, innovation, all this in accordance with the dynamically changing conditions, needs and requirements. Without having to change the designed structure of the matrix and the hierarchy of problems it is possible to transform current problem areas to include new subjects and activities, to change the quantitative relations between different components, etc. This flexibility, adaptability and variability of the constructed models defines their significance in the theoretical and practical planning of the process of in-service education.

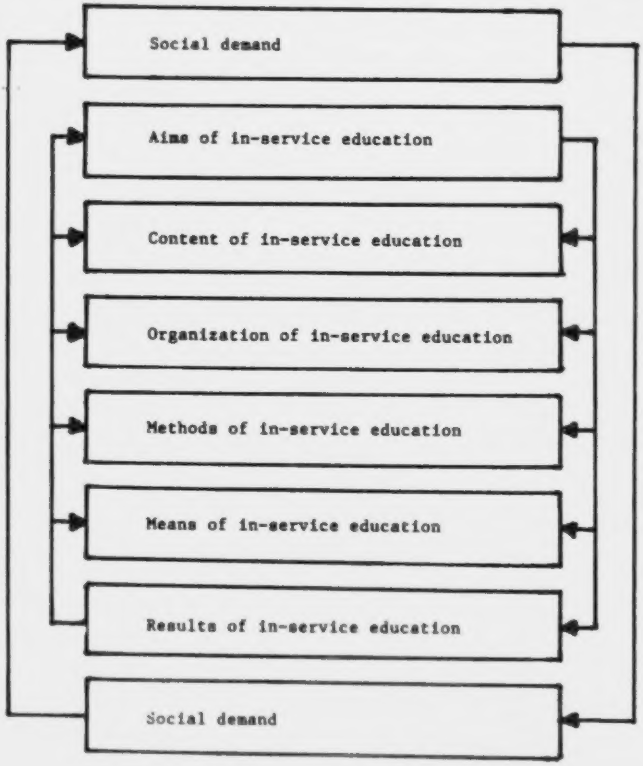

Social demand
Aims of in-service education
Content of in-service education
Organization of in-service education
Methods of in-service education
Means of in-service education
Results of in-service education
Social demand

Fig. 1

SOCIAL DETERMINATION OF IN-SERVICE EDUCATION

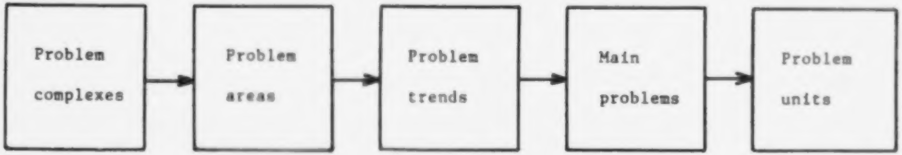

Problem complexes
Problem areas
Problem trends
Main problems
Problem units

Fig. 2

PROBLEM TYPOLOGY OF CONTENT OF IN-SERVICE EDUCATION

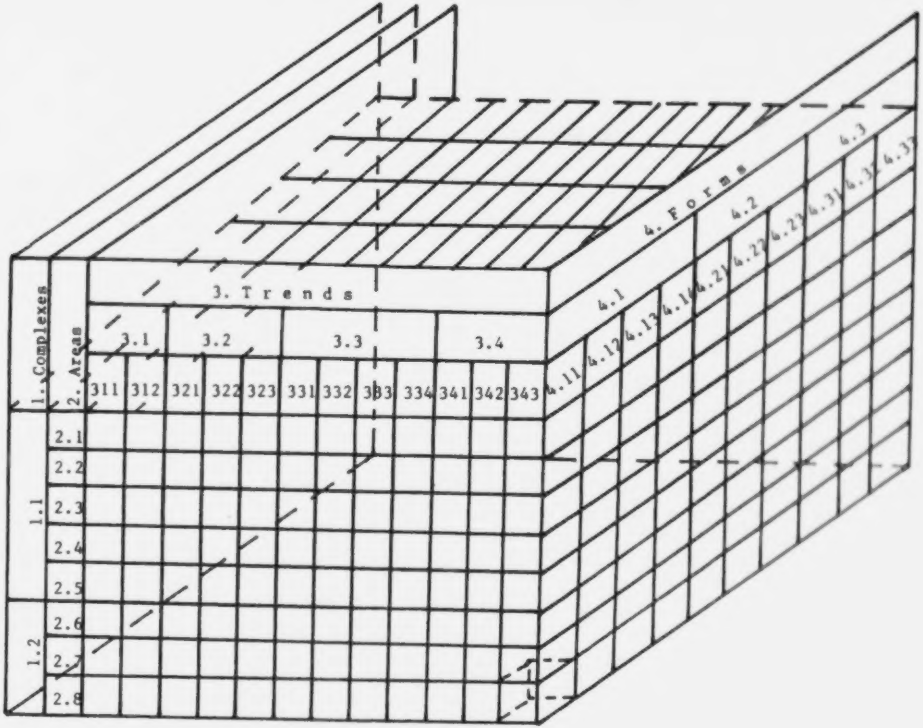

1. Complexes
2. Areas
3. Trends
3.1
3.2
3.3
3.4
311
312
321
322
323
331
332
333
334
341
342
343
2.1
2.2
2.3
2.4
2.5
2.6
2.7
2.8
1.1
1.2
4. Forms
4.1
4.2
4.3
4.11
4.12
4.13
4.14
4.21
4.22
4.23
4.31
4.32
4.33

Fig. 3

MODEL OF CONTENT OF IN-SERVICE EDUCATION

1. Problem complexes	2. Problem areas, subjects and activities	3. Current problem trends and problems												Number of hours ...
		3.1		3.2			3.3				3.4			
		311	312	321	322	323	331	332	333	334	341	342	343	
1. Theoretical cognitive	2.1 General scientific and methodological													
	2.11 Philosophy	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.12 Sociology	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.13 Ethic and aesthetic	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.14 Psychology	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.15 Didactics	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.16 Theory of educ	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.17 Theory of systems and control	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.2 Specialized scientific													
	2.21 Spec. theory	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.22 Methodology of subject instruction	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
2. Application cognitive	2.3 Practical activities													
	2.31 Pedagogical practice	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.32 Laboratory practicals	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.33 Observation and excursions	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	
	2.4 Independent study													
	2.5 Own preparation													
	Number of hours ...													

Fig. 4

I. S. PETROV /BULGARIA/

NEW SYSTEM OF IN-SERVICE TEACHER EDUCATION IN THE BULGARIAN PEOPLE'S REPUBLIC

The Politbureau of the Central Committee of the Communist Party of Bulgaria adopted the Decision on the establishment of a unified national system for in-service education on March 24, 1980. The unified system is aimed at enhancing the qualification standards of personnel in continuous harmony with the demands of the socio-economic development of the country, with the requirement for scientific and technical development and with the demand for raising the efficacy of production. The system is to advance the qualification structure of personnel and potential personnel with regard to the prospective socio-economic development of the country.

In 1982, the Ministry of Education approved the branch system of in-service education of teachers and school administrators. The system was developed as a specific subsystem of the unified system of in-service education of personnel in the whole country. Its main aims and tasks follow from the common aims and tasks of in-service education of personnel while reflecting the specificity of tasks in education. The complex process of the restructuring of the educational system began in Bulgaria in 1981. The foundations were laid for the establishment of a unified secondary polytechnical school which is to provide the merger of general education and vocational education into a unified process. The new pedagogical system of work in the Bulgarian school, fundamentally new approaches to the content of instruction and to the organization of the educational process have yielded a number of new demands which are being placed on the pre-service and in-service education of educational personnel.

In order to be able to meet these demands we have had to establish such a system which will provide the unity of structure, administration, planning, financing and organisation of all activity related to the in-service education of educational personnel. This principle has also predetermined the organizational structure of the system. The Centre for Pre-Service and In-Service Education of Teachers was established to provide for the joint administration and coordination of this work. The Centre operates within the Ministry of Education and orientates, coordinates, plans and administers all activities of all organization and educational installations in the country which provide in-service education of educational personnel. The centre has its scientific methodological council which is the collective body for administration, which discusses and suggests solutions of problems relating to the qualification of teachers and other educational personnel. Regional Centres for In-Service Education and for the Information of Educational Personnel have been set up at regional level. They operate within educational councils and regional committees of the Bulgarian Teachers' Union. The Centres plan, organize and coordinate activities concerning in-service teacher education at regional level. The Centre have their auxiliary bodies: teachers' subject section, e. g., the nursery school teachers' section, the mathematics teachers' section, etc. The collective administrative body is the Methodological Council which suggests and discusses solutions to problems relating to in-service teacher education at regional level. At lower levels District Methodological Centres are being set up which operate as units of regional centres. They organize and implement routine activities relating to the in-service education of teachers, namely study courses, thematic seminars, the evaluation of lessons, etc. These activities are implemented through its bodies, namely the subject methodology associations.

Regional Educational Councils periodically select their experimental schools for the experimental introduction of the new educational system of unified secondary polytechnical education. These schools are also part of the structure of the system of in-service education of teachers of the respective region. Commissions for Specialized Creative Questions have been set up at all secondary schools. They are the lowest level body in the system of in-service education. They organize methodological work in the school and carry out in-service education within the school staff, namely creative seminars, discussions, methodological instructions, pedagogical information, etc.

All bodies within the system operate on the basis of long-term and annual plans. Planning is implemented from the school level upwards, i. e., at school level, then at the district level, at the regional level and finally at national level.

In 1982 the Ministry of Education and the Central Committee of the Bulgarian Teachers' Union adopted a joint document on the establishment of a system for the study, dissemination and introduction of progressive pedagogical experience into school practice. This system is directly linked with the system of in-service teacher education.

The criterion of the high level of a teacher's qualification is the degree to which he develops and uses progressive achievements of pedagogical theory and practice.

Specially interesting are the new principles of stimulating highly qualified teachers to transmit their experience and knowledge to other teachers. They may be promoted to the second and first qualification category and the educational title of "senior" or "principal" teacher. The promotion is financially awarded and the educational title isawarded by a reduced working load. On the other hand the promotion to a higher category assumes that the teacher will creatively tackle a wider range of educational problems.

The introduction of the new system of in-service teacher education was accompanied by changes in the process of in-service teacher education. The system now comprises two types of study:

I. Institutionalized in-service education

1. Updating and upgrading of knowledge and experiences - courses range from 3 days to 1 month and are implemented in two forms:
   a/ continuous updating and upgrading, aimed at timely and effective acquisition of changes related to the

introduction of novelties of pedagogical theory into practice,

b/ periodical updating and upgrading which always takes place at certain intervals in order to overcome moral ageing and the natural lag of the teacher's qualification with regard to the level and requirements of the educational system.

2. Specialization and extension of the professional profile of the teacher - ranging from 1 month to 1 year. This type of education is implemented in the following two forms:

   a/ functional specialization which mainly concerns school administrators,

   b/ purpose-oriented specialization which prepares the teacher for coping with new forms, content and organization of the educational process.

3. Supplemental training ranges in length from one to two years and is also implemented in two forms:

   a/ supplemental training of technicians, economists and other personnel working in the national economy who are involved in technical education, with the aim of acquiring an educational qualification, b/ supplemental training of teachers who do not have the adequate qualification for their job.

II. Self-education

1. Training for gaining a qualification category: this includes the study of themes related to subject teaching, psychology and methodology and ideological questions, followed by the publication of a thesis on the respective methodological problems studied.
2. Preparation of a paper to be presented within cycles of educational lectures in which teachers independently analyse the results of their work in the field of subject teaching.
3. Experimental work in the introduction of the new educational system lead by scientists.

The main forms of institutionalized education are courses, seminars and consultations, combined forms which also reckon with self-education, namely before the start and after the termination of the study course, diploma theses, etc.

Study units which are involved in the in-service education of teachers include institutes for the in-service education of teachers and departments for in-service teacher education at institutions of higher education. The institutes implement mainly short-term forms of in-service teacher education, the departments are responsible for long-term forms. It should be noted that such an organization of the study process creates a number of difficulties as concerns the planning and methodological administration of the study process. In connection with implementation of the decision of the Politburo of the Central Committee of the Communist Party of Bulgaria of January 17, 1983, a reorganization of educational facilities for in-service teacher education has been launched which will incorporate these facilities within the system of higher education.

It may be said in conclusion that the Ministry of Education of the Bulgarian People's Republic has in recent years been involved in significant organisational work for the establishment and introduction of a fundamentally new system of in-service teacher education which is to secure the efficient operation of the new educational system in the unified secondary polytechnical school and to maintain the qualification standards of teachers in continuous harmony with the demands placed by the advanced socialist society.

LÁJOS MAGYARFALVI /HUNGARY/

SYSTEM OF TEACHER EDUCATION AND THE ROLE OF HIGHER EDUCATION IN IN-SERVICE TEACHER EDUCATION IN THE HUNGARIAN PEOPLE'S REPUBLIC

Dear Participants, Dear Comrades!

First of all allow me on behalf on the Ministry of Culture and Education of the Hungarian People's Republic, on behalf of the Hungarian People's Republic, on behalf of the Hungarian participants in the Symposium to thank the Ministry of Education of the Czech Socialist Republic and the Organizing Committee for holding this important consultative conference in marvellous "Golden Prague" and for having kindly been offered the opportunity to participate in the work of this important international forum.

The educational system in Hungary is now undergoing that stage in its development when the problem of in-service education of teachers is a matter of extreme importance, this not only in theoretical research - practical steps in this field are gaining extreme importance. In the solution of this problem we are counting on the experience of the fraternal socialist countries and we have therefore with great joy accepted the invitation to take part in this symposium. Although we do not think that the development of theoretical and methodological aspects of in-service teacher education is a strong point of Hungarian pedagogy and practical results are not among the greatest achievements of Hungarian education we shall be very glad to present our modest experience and to outline our plans and intentions - and we hope thus to be able to contribute to the successful work of the international symposium.

At this Symposium Hungary is represented by two participants: my colleague will present a report on experiences gained by the Central Institute of Pedagogy and by regional institutes and centres for in-service education which operate under it and I in my paper will inform you of the work of colleges of higher education and their work in this field. I hope that in the same manner as the work of specialized institutions and institutes for in-service education and institutions of higher education are complementary in their work in in-service teacher education that our communications will provide you with a complete picture of in-service teacher education in Hungary and its future development.

Allow me to open my paper with a brief information on the system of teacher education in Hungary because this system in many ways differs from systems of in-service teacher education in the other socialist countries. Moreover, this information will point to certain problems in the in-service education of teachers. I would also like to acquaint you with the system of in-service education because our experience over the past three decades has shown that teacher pre-service and in-service education should be viewed, planned and implemented jointly, complexly, with a view to changes in the structure of the educational system of the given country, i. e., not in isolation from the country's development, with a view to the demographic situation, the availability of personnel and schools, and other instructional areas, with regard to anticipated requirements for teachers, the qualifications of serving educational personnel and other important factors.

The system of pre-service teacher education in the Hungarian People's Republic has developed under the influence of the Hungarian educational system and historical tradition. At present this system is highly differentiated and many believe that differentiation is too broad.

The basic elements in the system of education in Hungary are the following: nursery schools, the primary level of general education, the upper level /senior grades/ of general education schools, secondary schools of various types. Teachers in nursery schools are educated in institutions of pre-school education, teachers for primary level in teacher training institutes, teachers-subject specialists for the senior level of general education school are trained in pedagogical institutes and teachers-subject specialists for secondary schools are trained in universities. Subject--specialists are thus trained at two levels.

This highly differentiated system of teacher education has also other benefits and its shortcomings but with regard to the theme of our conference I shall only deal with that aspect of the system which as concerns in-service education is not free of controversy. In view of the fact that in the field of education, promotion and the rise of prestige of the profession can only be achieved by gaining a higher qualification level, post-graduate education has in my country become the most widespread and most popular form of in-service teacher education. It is aimed at gaining supplemental specialization or a diploma for another subject-specialization. This means that, for instance, the general education school teacher who is qualified to teach the Hungarian language and history can attend a distance course run by the respective university department. After he has gained the appropriate diploma he can teach the same subject in secondary school. The evident benefit of this form of in-service education is the involvement of those who have chosen this form of in-service education, the natural observance of the principle of voluntary attendance, etc. There is, however, also a negative aspect of this type of in-service education: in view of the fact that the demands of societal promotion begin to be felt immediately on graduation from university the young specialist very often begins to attend in-service education courses there by exhausting the possibilities of distance courses run by universities and filling courses which would and should be attended by those whose updating and upgrading is much more necessary - moreover, subject - specialists who are thus qualified to teach in secondary school very rarely feel like remaining in general education. Thus, this form of in-service education very often comes into conflict with the actual needs of the educational system. Add to this the fact that distance university courses can not always genuinely upgrade the knowledge and skills of the young teacher acquired in day study courses in a pedagogical institute it becomes evident that here we have one of the hindrances in the current in-service education of educators.

Next to problems ensuing from the structure of the educational system the development of the effective, comprehensive system of in-service education covering all educational levels has since 1945 been hindered by the almost permanent shortage of teachers and the ensuing permanent overloading of teacher training universities and institutions for the in-service education of educational personnel. In the first decades after the liberation, the development of the cultural revolution, the introduction of general eight-year education, the democratization of the network of secondary schools and the rapid qualitative development of the entire educational system greatly increased the tasks of institutions for teacher education and many of these institutions, such as pedagogical institutes, teacher training institutes and institutes of pre-school education were only established after the liberation. The work intensity of day study departments increased but departments for evening and distance courses of colleges of higher education were also overburdened with work because they had to educate an enormous number of unqualified educators.

There is one more problem which I would like to tell you about and which is something of a "Hungarian speciality" as it probably does not exist in the fraternal socialist countries. When in the late 1960's we managed to overcome the lack of teachers which was caused by the development of the educational system of a new type we entered the 1970's with their population explosion and we were back again facing the same problem which is still with us, namely as concerns the training of elementary school teachers and nursery school educators. And so it is that evening and distance study courses run by teacher training institutes and institutes for the training of nursery school teachers are attended almost exclusively by unqualified educators. It is obvious that these forms of education are not incorporated in in-service education.

Owing the above mentioned factors such forms of education have been established in Hungary at universities and pedagogical institutes which strictly speaking may be described as in-service education of educators. One such type of in-service education which provides supplemental specialization has already been mentioned here.

Next to in-service education which provides supplemental or new specialization /qualification/, i. e., a new diploma, such forms of post-graduate in-service education have been introduced which are oriented to the teacher's gaining a higher level pedagogical qualification, to self-improvement and development within the given qualification, to raising the standards of instruction and rearing which is achieved by updating the diploma, providing a specialization which is required in the given sphere of pedagogical activity or by gaining the scientific degree of junior doctor which in turn secures the influx of young scientists and a higher professional and scientific level.

The said forms of in-service education have mainly developed in the universities where since 1970 every year annual study courses are held of methodological and subject related in-service training for secondary school teachers. In these courses which comprise a period of distance study, a brief consultation period and examinations are annually attended by some 500 educators. The attendees and regional methodological centres agree that these study courses provide high level in-service education. In 1975 the second level was introduced on in-service teacher education within which educators who have graduated from the said one year study courses with excellent marks are given the opportunity of gaining the scientific degree of junior doctors. This comprises two years of scientific research work and independent study under the guidance of a specialist.

The possibility of gaining the scientific degree of junior doctor based on independent study and research is a very popular form in our country and has a long tradition. It is less organized but successfully stimulates educators for self-education and for qualification upgrading.

Owing to the above mentioned facts, pedagogical institutes, teacher training institutes and institutes training pre-school educators have so far not yet introduced organized forms of in-service teacher education such as have been described. These institutions have, however, established specific forms of in-service education by organizing summer academies /i. e., subject-related and methodological courses of in-service education lasting several weeks in the summer vacations/, or organizing in-service teacher education courses for teachers in teacher training schools. In the past period the importance has significantly increased of the work of those school teachers who work as consultants and lecture in courses for in-service education organized by regional institutes and in-service education centres.

Regardless of the factors which have hindered in-service education significant progress has been reached in the content and methodology of in-service education. Progress in this field may briefly be characterized as follows: In so far as in the previous period subject matter in in-service study courses was usually taken over either mechanically or in abbreviated form from departments of day study the tendency is now evident to use specially selected subject matter which comprises compulsory and recommended literature, etc. This meets the needs of educators who have practical experience as well as the needs of adult education. Most specialists in in-service education have now become convinced that evening and distance study not only represents a different form of training but that it has to differ from other forms of education by its subject matter and naturally by its methodology. In past years be have witnessed the restoration and rebirth of methodology. Despite the fact that even today we can stil frequently observe the erroneous practice when the teacher is the only active person in direct instruction - he presents the introductory lecture, conducts consultations while the students remain passive participants - this may to a certain extent be explained by the permanent overloading of the participants - our institutions of higher education training for the teaching proffessions are striving ever more actively, also in the in-service education of educators, to implement the principles of permanent education, this by using various educational media, collections of problems, programmed education, by requiring systematic preparation for direct instruction, the fulfilment of set tasks, conducting practicals which test the measure of student's acquisition of independently studied material.

Of the research and experiments aimed at improving methods of in-service teacher education I would like to mention but one the best scientifically founded and most important experiment as concerns volume, namely the socalled "Pécz experiment", relating to the methodology of distance study. The joint research of the Research Centre for Higher Education Pedagogy and the Pedagogical Institute in Pécz was based on the following principle: if such instruction methods and media are introduced into instruction which will secure the strict control of the individual work of students it will be possible to avoid such forms of study which are based on memorization and on preparation for examinations. It will then also be possible to increase the efficiency of distance education.

In view of the fact that superior bodies asked the leaders of the experiment to maximally respect the traditional Hungarian conditions and possibilities the participants in the experiment proceeded from the existing goals of instruction and from official curricula, text-books and aids developed by departments of day study and from the current organizational framework. Improvement was essentially based on two factors:

1. Written recommendations were provided, as were work sheets, audiovisual and programmed aids and experimental learning aids for increasing the efficiency of the most difficult period of distance study, namely that of independant study, by providing special indirect guidance and assistance to those involved in independent study.
2. Supervision of independent study and the evaluation of the knowledge of students was improved by "correspondence" between the teachers and the students. The students sent in their homework and receives it back from the teacher corrected, with a written evaluation. In this manner the previous given structure of study semesters namely: individual study - consultation - independent study - consultation - independent study - examination was replaced by a new structure: independent study under the leadership of a specialist - "correspondence" - independent study under the leadership of a specialist - consultation - independent study under the leadership of a specialist - "correspondence" - independent study under the leader-

ship of a specialist - consultation - independent study under the leadership of a specialist - examination. This and similar experiments have always contributed to the development of methods of in-service teacher education.

All this does not, however, mean that we are satisfied with the results which have been achieved in in-service teacher education. The respective Government and Party decrees state that the organization and efficiency of in-service teacher education lag behind the needs and possibly also behind the possibilities of the educational system. Next to the mentioned, geuinely objective factors, this lag has moreover been also caused by the fact that in-service teacher education has so far not had a unified concept and organization based on target directives, there has been no central organ or institution which would assume responsibility on a national scale for the unified and practical administration of the matter.

The tasks and competence of institutions responsible for in-service education have not been specified, not all educators were included in in-service education and because in-service education /supplemental/ was not compulsory some enthusiastic teachers attended the in-service courses several times; that part of educators who graduated 20-25 years ago and for whom an update would be most necessary were too self-indulgent to wish to attend or did not wish to take part in in-service education for other reasons. The question of moral and material stimulation of educators who have completed in-service education courses with good marks has not been solved.

In order to eliminate the existing shortcomings the main administration of universities and institutes of the Ministry of Culture and Education of the Hungarian People's Republic and the Central Institute of Pedagogy have issued the "Recommendation concerning the system of in-service education of educators and ways of improving its content" which will shortly be discussed by the top bodies of the Ministry.

The Recommendation sets the leading principles/concept for the experimental groups which will be under the immediate supervision of the first deputy minister of culture and education and of the Council for In-Service Education which has consultative competence. The concept consists in the association and coordination of all activities related to the in-service education of educators and recommends the division of the country into 5 areas for in-service education. This accurately specifies the spheres of competence of teacher training universities and institutions for in-service education. A new element in this recommendation is the compulsory nature of in-service education which is combined with the principle of voluntariness. The project divides the period of the professional life of the teacher into three periods with regard to in-service education: the first stage covers the first decade of pedagogical work, the second stage the second decade of the teacher's professional life and the third stage the remaining serving life of the teacher. In all three periods the teacher is obligated to attend in-service education and to pass examinations - these compulsory forms of in-service education may be replaced by a voluntary form of in-service education on a similar or higher level, as well as by scientific activity meriting general recognition, or by writing text-books.

The project suggests that in the future two main types of in-service education be distinguished: the first type comprises various forms of systematic in-service education with the aim of preserving it at appropriate level, to update knowledge in the interest of the successful and qualified performance of educational and instructional work. The said forms are usually compulsory. The second main type of in-service education comprises various forms of post-graduate in-service education which proceeding from the specialized education or pedagogical diploma anticipate the upgrading or extension of the teacher's existing qualification. These forms are usually voluntary.

Forms of in-service education of the first type are implemented by bodies for in-service education /which will be discussed by my colleague/ with the exception of one new form, namely courses for acquiring complex knowledge which are compulsory for all educators in their second serving decade. These study courses organized within colleges of higher education are aimed at updating the teacher's diploma by acquainting them with the latest achievements in pedagogy and psychology, ideology, the main subject and its method. It should be noted that at present the said four components are part of every in-service education course. The study course is terminated with a written thesis and oral examination.

All forms of type 2 are organized by colleges of higher education. There are two sub-types: 1. supplemental training or specialization with the aim of upgrading the teacher's basic qualification /speech therapy, psychology of pre-school education, the teacher-technician, the school librarian etc., 2. in-service education which allows to teach at a higher school level /supplemental diploma/, 3. supplemental education providing the second or third specialization /second diploma/, 4. education providing a scientific degree /junior candidate or doctor of science/.

The novelty of this project is the introduction of promotion for graduates of in-service training courses and for the awarding of honorary titles to educators. All educators who have attended and terminated in-service training in all three serving periods are entitled to promotion, honorary titles will be awarded to those educators who have terminated in-service study courses with good marks and have achieved outstanding success in practice.

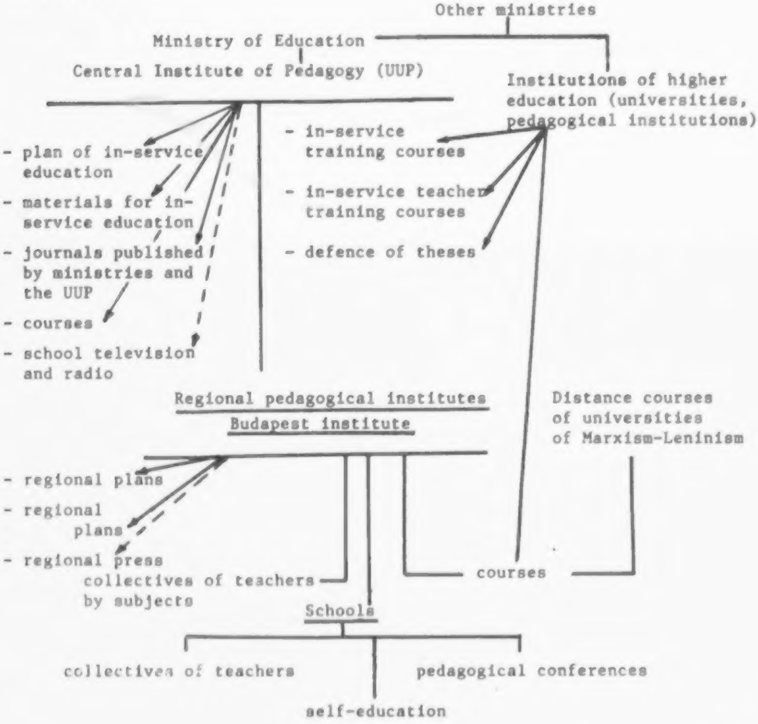
In the fulfilment of the said tasks which we face we would like to use the experience of the other participants in this symposium.

I thank you for your attention.

PETER SZEBENYI /HUNGARY/

SYSTEM OF IN-SERVICE TEACHER EDUCATION IN THE HUNGARIAN PEOPLE'S REPUBLIC AND MAIN TRENDS OF DEVELOPMENT

The system of in-service teacher education in the Hungarian People's Republic may be represented by the following diagram:


Other ministries
Ministry of Education
Central Institute of Pedagogy (UUP)
Institutions of higher education (universities, pedagogical institutions)
- plan of in-service education
- materials for in-service education
- journals published by ministries and the UUP
- courses
- school television and radio
- in-service training courses
- in-service teacher training courses
- defence of theses
Regional pedagogical institutes
Budapest institute
Distance courses of universities of Marxism-Leninism
- regional plans
- regional plans
- regional press
collectives of teachers by subjects
courses
Schools
collectives of teachers
pedagogical conferences
self-education

Central courses

UUP

For educational personnel:

- inspectors
- educational authority staff

Institute for the pre-service and in-service training of teachers (Ministry of Education)

For teachers:

- of foreign languages
- Serbs, Chroatians, Slovaks teaching their mother tongue
- Hungarian for teachers working in Hungarian schools in the neighbouring socialist countries
- teachers of other subjects (summer courses)
- courses for upgrading educational technology
- courses for school librarians
- courses for youth organization leaders

UUP

Hungarian National Centre of Educational Technology

Central Pedagogical Library

Communist Union of Youth

Local courses

For educational personnel

- school principals
- special course

For teachers

- comprehensive course
- special course
- course of "creative teachers"
- controlled self-education

Some problems related to in-service teacher education

1. In the epoch of the rapid development of science and technology permanent education has become indispensable in every profession. This also applies to the field of education. Educational and teaching practice cannot develop without permanent self-education of teachers and if can thereby not meet growing societal demands. The necessity of permanent self-education poses two questions: First: How can we orientate the teacher to upgrade their knowledge and skills /this is the problem of the teacher's freedom and the compulsory nature of in-service education/. Two: How can we achieve permanent self-education /this is a problem of staged and continuous education/.

2. In-service teacher education is aimed at enhancing the efficiency and educational character of the instruction process. As a result it is necessary to incorporate in plans of self-education the most important problems of theory and practice. Important question: how can one organize the upgrading of teacher' knowledge and skills in such a manner as to make the results of such upgrading have evident and positive impact on everyday school work /this is the problem of theory and practice, the problem of the comprehensive approach/.

3. In-service teacher education is acquiring a mass character. In this connection /and also under the effect of the democratization of our society/ local authorities play an increasingly important role also in the field of upgrading the teachers' knowledge and skills. Important question: how can one provide at lower levels the necessary competence and comprehensive approach to the problems of instruction /this is the problem of centralization and decentralization/.

4. Step by step we are advancing to a situation when children will be spending their whole day in the school. In this connection educators will have less and less time for self-education, this while self-education is becoming an obligation for all teachers. What do we do? How do we stimulate the teachers interest in upgrading their knowledge, skills and pedagogical mastery?

What are our plans for the solution of the above problems?

Almost ten years ago work began in our country in the field of educational planning. We were asked to plan the main trends of the development of the content and forms of education and instruction in basic and secondary schools to the end of the 20th and the beginning of the 21st centuries.

Planning was implemented in various forms and within diverse frameworks. The plans were compiled by the Ministry of Education, the Ministry of Labour, the State Planning Office, the Academy of Science, etc.

The above described activity gave birth to a decision adopted by the Central Committee of the Party in April 1982 concerning the line of the further development of education.

The decision stated among others that it will be necessary to develop a unified system of in-service teacher education. It will be necessary to:

- incorporate in the system post-graduate forms of study organized by universities,
- to see to it that educators should apply new achievements of pedagogy, psychology and the results of subject-related scientific achievements in their respective subjects,
- in-service education is to serve the permanent up-grading of instruction and education as well as the attainment of specific objectives which arise in the educational system.

Important directive: all forms of in-service education should also respect the personal interests of the teachers.

In the spirit of the Party Decision of April 7, 1982 detailed programmes of the development of the educational system will have to be drawn up by the end of the current year. The draft law is to be submitted to Parliament in 1984.

The commission which draws up plans of detailed programmes of the development of the educational system has proposed the building up of an organization for in-service teacher education to be based on the fillowing principles:

1. The principle of comprehensiveness which means that various forms of in-service education should deal with questions of ideology, general pedagogy, methodology, psychology, etc.
2. The principle of theory and practice which means that various courses should be related not only with questions of theory but also to school practice.
3. The principle of the unity of compulsory attendance and personal involvement of teachers which means that certain stages and forms of in-service education are compulsory but that the organizers of such courses must take into consideration the material and moral interests of the teachers.
4. The principle of flexibility which means that it is necessary to guarantee a broad range of forms of in-service teacher education in such a manner as to allow educators to always be able to select those forms of in-ser-

vice education which for them are most interesting and most useful.

5. The principle of coordination which means the coordination of the functions of various bodies which are involved in in-service teacher education, namely the ministries, the Central Institute of Pedagogy and Regional Institutes of Pedagogy, universities and pedagogical institutes, etc. The role of institutions of higher education in in-service teacher education should be enhanced.

In conclusion a few words on the proposed new forms of in-service teacher education:

1. All teachers must attend special in-service courses every ten years. The study courses are terminated by examinations and graduates are awarded certificates of in-service education.
2. A range of questions should be set for certain hign ranking persons.
3. It is an important duty of the authorities to spread forms of in-service teacher education. Next to study courses it will be necessary tc enhance the importance of controlled self-education which is also terminated with a written and oral examination.

4. It will be necessary to increase the number of practicals as against lectures.
5. Finally, teachers who have successfully graduated from in-service education courses should be promoted and awarded special titles, such as the title "Honoured Teacher".

We hope that the described principles and new forms of in-service teacher education will serve to enhance the efficiency of in-service education in the Hungarian People's Republic.

OLAF PAHL /GDR/

RESEARCH OF THE CONTENT AND METHOD OF IN-SERVICE TEACHER EDUCATION ON MATERIAL FROM PRACTICALS IN SCIENCE AND TECHNICAL SUBJECTS

The Institute of in-service teacher education in Leipzig has studied the dialectical inter-relations between the content and methodology of experimental lessons on the examples of teacher activity.

The research strives to depict the general and specific subject aspects of in-service teacher education which appear in the process of experimentation.

With this aim it will be necessary to use analytical and synthetic methods of work and research. The area of research comprises lectures, seminars and practicals. In physics research covered 80 % of all lessons, in polytechnical subjects 60 % of all lessons, in chemistry 45 %, in biology 25 % of the respective 60 hour study courses. The research method consists of oral and written questionnaires. These questionnaires are distributed both during the study course and ofter its termination, i. e. after a certain period of time has elapsed after the course's termination. This allows to determine the effect of the time factor.

The written evaluations of the course participants elaborated and analysed within a few years' time provide very important data for determining the development of in-service teacher education.

Experiments whose main target is specialized and scientific and methodological should also be considered as being part of in-service teacher education. Experiments during lectures and laboratory practicals oriented to science and to other specializations serve to deepen knowledge and skills of science and technology in linkage with practice. Proceeding from the applied experimental method science and technical notions, laws methods and theories are developed which enhance the development of a correct way of thinking, the use of accurate research methods in science and in technical disciplines. Practical laboratory experiments primary serve the development of skills and habits of students in coping with experiments, in extending their knowledge of technical equipment, and of their knowledge of equipment for experiments designed for teachers and pupils. As concerns the content of laboratory practicals they are determined by the themes of lecture courses. At present they comprise:

- in the subject "biology" experiments relating to the biology of man,

- in the subject "chemistry" experiments with different types of chemical reactions which are contained in the school curriculum and experiments relating to the study of selected properties of matter, compounds and structures,
- in polytechnical courses experiments relating to the foundations of automation and electronics,
- in the subject "physics" experiments in the field of optics, mechanics, electronics and microelectronics.

In subject methodology in-service teacher education courses upgrade the teachers' pedagogical and methodological skills and habits. In order to enhance the educational achievements of our educational system teachers need convincing experiments relating to the complex content and methodology of their respective subjects. Next to this it will be necessary to create pre-conditions for the implementation of all experiments which are included in the school curricula - this is enhanced by in-service teacher education. Therefore such experiments are selected for methodology lessons which the teachers find most difficult to tackle. Thus, for instance, questionnaires were distributed to 120 methodologists from 4 regions in the GDR relating to chemistry study courses. The questionnaires showed that most teachers in school lessons avoid the following groups of experiments:

1. "Complicated experiments" - they are characterized by unclear structure, complicated sequence of procedures and high demand on the teacher's concentration.
2. "Dangerous experiments" which comprise experiments with the danger of explosion, the use of poisonous substances and experiments which are energy demanding.
3. "Unreliable experiments" whose success depends on conditions and safeguards which are very difficult to provide in school conditions.
4. "Invisible experiments" - it is difficult for pupils to follow the results of the experiments. The experiments do not impress the pupils.

The statements have general validity - they apply for all science subjects in particular and for all subjects in general.

The following optimization criteria were selected for the training of educators in compliance with the results of research as a working hypothesis for the development of experiments:

The experiment should:
- show unambiguous and significant effects,
- it must proceed over a small time interval /from the launch of the experiment to results/,

- it must have a clearcut structure and must use simple instruments and procedures,
- it must be implemented using simple, generally available means of the school and of everyday life - it assumes the economical consumption of materials and energy,
- it must meet the demands of work safety and health protection.

In cooperation with other institutions of higher education in our country we prepared the experiments in such a manner as to make them meet the above criteria - we also published the criteria in specialized journals.

In the interest of verifying all variants on the one hand and of optimization on the other hand we are using the wide experience of methodologists. From the wide range of ammassed experience we shall then be able to develop the best definitive structure. This will also be enhanced by the exchange of experiences between course participants. The teachers final evaluation of the courses have also confirmed the approval of the attendees of courses with experimental variants which has in fact confirmed our working hypothesis.

Methodologists are now handing over the best variants to teachers - the institute then provides for the dissemination of experiences through journal articles.

We are also proceeding from the working hypothesis that the effectiveness of the courses increases not only by laboratory practicals but also by lectures and seminars.

During verification we used experiments organized within lectures with the aim of providing evidence of new knowledge and for acquainting the attendees with new educational media. We mostly carried out experiments within lectures which have immediate significance for compulsory and optional school instruction. Thus in the course of specialized lectures we gained some experience with the implementation of compulsory experiments within the school curicula. They serve as a concrete example of high level discussions and helped attendees clarify the position of experiments in the school.

We have arrived at the following conclusion: in the implementation of experiments it should be taken into consideration that on the one hand experienced teachers critically follow the experiment and on the other they are taking part in the experiment as pupils. This, together with the lecture, stimulates their initiative, increases the efficiency of their own experiments in the school. This working hypothesis was confirmed by the teachers.

The conclusions relating to the structure of instruction in the in-service courses have confirmed that the seminars develop scientific and technical thinking and working methods to such a degree that they allow the participants to independently and creatively improve their subject-related and methodological skills in lessons which include experiments. In seminars the attendees must assess the implementation of study experiments /using the experimental method/, namely as concerns all requirements of the cognitive process. Recommendations are provided to the course attendees concerning work in compulsory and optional instruction, differentiated and specific by the age of pupils, as well as recommendations relating to the organization of pupils' leisure time activities.

Our research has confirmed that the level and range of experimental practicals must comply with the conditions and requirements of the attendees. Independently implemented experiments provide the attendees with practical experience and remove their fear as concerns "dangerous" and "complicated" experiments. Practicals have proved to be most useful when all participants conduct one and the same experiment under the guidance of a methodologist.

The outcome of the questionnaire and of examinations is that laboratory practicals in biology, chemistry and physics have been made compulsory and/or optional practice.

In chemistry practicals developed and prepared experiments will provide a great wealth of information both as concerns the experimental field and the exchange of experience. The responses to the 300 questionnaires have shown that this type of laboratory practicals may well be used by experienced teachers with highly developed skills and habits of experimental work. In physics courses it is more beneficial when instruments and apparatus needed for the experiment are prepared in advance by the attendees - this develops their skills for preparing, implementing and evaluating the experiment.

The trail has shown that mutual coordination of specialist, scientific and methodological lessons, i. e., lectures, seminars and laboratory practicals increase the effectiveness of in-service teacher training courses.

HELMUT STOLZ /GDR/

RESEARCH OF CONTENT AND METHOD OF IN-SERVICE TEACHER EDUCATION IN THE GDR

I would like to begin my paper with the words or Karl Marx who said: "If in a human being you see a human being and in man's relation to the world you see a human relation then you can win love for love, confidence for confidence ..., if you want to influence other people you will have to be a person who has genuine effect on other people ... /1/

This applies significantly to the work of teachers who are called upon to educate others in their everyday practice. The in-service education of teachers and instructors in its essence signifies the improvement of the personality of the teacher and of the instructor, a process of the self--education and self-instruction of every educator, a process which may and must proceed to the end of his/her professional career. /2/

Insofar as the teacher's work is continuously oriented to other people, first of all to the pupil the genuine and decisive parameter of the effectiveness of the process of the in-service education of the teacher is his influence on the organization of the real educational process, on inter-relations between pupils and on forming the socialist conscious of the pupils. The results of the process can only be evaluated conditionally because the significance of the in-service education of the teacher cannot be separated from others factors conditioning pedagogical work, i. e., from the level of the development of pedagogical knowledge and skills in the given period, the socio-psychological mechanisms, affecting the school staff, from the influence of the school principal.

In the literature we have read many descriptions of the qualities of teachers required by the socialist society. In this connection I would like to recall the study of the professiogram of the teacher, demands placed on the teacher's work and on his personality. The renown of the teacher and his professional ethic which has been passed down to us through the conturies must continuously be used in the system of in-service teacher education. It is, I believe, purposeful to recall the words of Adolf Diesterweg /1790 - 1866/ who said as far back as in 1850: "By right I wish them /the teachers, note H. S./ Herrmanz' health and strength, Lessing's wit, Hebel's spiritedness, Pestalozzi's inspiration, Tallich's clarity of intellect, Salzmann's eloquence, Leibnitz' education, the wisdom of Socrates and the power of love of Jesus Christ" /3/. It is evident that even today we often require from the teacher what is only in the capacity of the personality as a complex, as part of the school pedagogical staff.

More than 90 % of all teaching hours in the GDR schools are today lead by secondary school and university graduates, almost 400 of them are under 30, more than 500 have been serving for less than 20 years. After three years in service the teacher is involved in in-service education - this by attending different in-service training courses without release from work - these courses are recurrent at 5 years intervals, lasting a total of 130 hours. Under the guidance of experienced teachers they enrich their knowledge in Marxism-Leninism, pedagogy and psychology, subject-related methodology and scientific fields which are the basis of the subjects which they teach. In-service teacher education is attended together with senior colleagues who also attend the courses /with the sole exception of teachers five years of less before retirement/. Instruction is based on problem discussions and the exchange of experience in school education councils, in-service education also involves instruction in the network of party education where courses are held every month for all teachers. In-service teacher education includes many optional forms of instruction, the main form being the self-education of teachers. At the IVth conference of ministers of education of the socialist countries in October 1981 Comrade Margot Honecker said: "We are deeply considering the organization of in-service education. Seminars and papers presented there should stimulate the teachers to more deeply perceive their work and to engage in self-education. Problem discussions in which the educators can express their views and which stimulate the struggle of views, the exchange of ideas, discussions which mobilize the teachers' experience and enforce new ideals - all this we believe can greatly contribute to raising the effectiveness of in-service education in practice ... We are intensively orienting our endeavour to promote the yet broader exchange of experience in the school, between schools, between teachers who teach the same subject, in subject groups and commissions." /4/ In order to raise the efficiency of the organization of the in-service education of teachers we are considering the following methodological principles to be implemented which have resulted from the research of the content and method of such training:

1. The unity of educational policy, the theory of pedagogy and psychology and educational practice. This means that all themes should be oriented to important educational policy problems in their concrete historical context, including practical solutions. In this respect in-service education represents a method of controlling the solution of educational policy problems. The content of this process is also determined by political requirements, by the state of scientific knowledge and the level of instruction and educational work, as well as by all problems which are of interest to educators.
2. The unity of the complex and the unique. This means that on the basis of general positions selected problems are assessed, this with the aim of influencing the relationship of educators to certain problems, influencing their knowledge and skills. The system always finds its expression primarily in the presentation of the problem area.
3. The inter-relation of unity and differentiation. This means that in instruction the generalizing presentation of the respective material relating to general educational policy, pedagogical or psychological or subject-related scientific complexes are followed by deepening and

extension when different specific levels and other criteria are considered in a differentiated manner.

4. The unity of the presentation and the acquisition of the material. This means that the elaboration of the material should stimulate the independent thinking of educators, should appeal to them to lean on their own experience in order to secure deeper theoretical penetration into the substance of the material, its adequate evaluation and its incorporation into the system of existing knowledge. The thus well-conceived and elaborated experiences become the most important source of improving pedagogical knowledge and skills.

   The more the teacher and the instructor become the subject of the process of self-perfection the sooner will their thinking identify with the lecturer and with the scientist. They will also be stimulated for creative educational work.

5. The unity of content and method. This assumes that the presentation of the complex of problems related to educational policy, pedagogy and psychology as well as subject teaching will have to proceed from the everyday organization of the pedagogical process, as implemented by teachers and instructors, from the content of instruction

and education implemented in the everyday practice of the communist education of youth.

6. The unity of the processes of instruction and research. This means that the content of instruction must correspond to the highest level of scientific knowledge verified by practice, this even though teachers are usually not involved in research. In this sense in-service education signifies a certain method of introducing the results of research into educational practice at school level and in many ways determines - both by content and by methodology - the further "fate" of the results of research. Scientists should take into consideration that the introduction of new knowledge into school practice is much more effectively implemented through the system of in-service education, i. e., by oral transmission, while printed work for various reasons only reaches a minor part of the teachers. Knowledge which has as yet not been verified should not be excluded - such facts should be pointed out in order to stimulate the problems approach and to give the educationalist a certain opportunity to partake of the process of constituting educational knowledge.
7. Sequence in the implementation of the programme and its updating. This means that programmes of in-service tea-

cher training should not be blindly observed point by point and in every detail but that they should be viewed as orienting material which should be updated and accentuated in compliance with rising demands in educational policy, with the expansion of scientific knowledge but also with regard to local conditions and specificities, e. g., in linkage with the results of the analysis of the state of educational work in the district, in certain schools, with regard to the specialized training of educational personnel. Only thus will it be possible to cope with the study materials within the set time limit. Doing this we must observe the main trends in the problem area.

8. The linkage between existing relationships, knowledge and experiences on the one hand and new postulates and knowledge which are yet to be formed on the other. This means that the system of in-service education will continuously have to make use of what was previously accumulated in the process of pre-service and in-service teacher education as well as in practical work and to combine this with the results of latest scientific research.

At the Central Institute for the In-Service Education of Teachers and Instructors of the Ministry of Education of the GDR one of our research groups is now analysing demands which conditioned by the trends of social development, will be put on the content of in-service education in the coming years. This research is equally determined by the demands placed by the scientific and technical revolution, the level of development of the socialist way of life, the conditions of the international class struggle, the results and conditions of the pre-service and in-service education of teachers in our Republic. This task is given by the fact that the quality and thereby also the results of seminars and practicals organized for in-service education still do not comply with the set tasks.

Research is centred on the following questions:

- problem structure of seminars,
- the use of practical pedagogical experience of participants in the course of the seminar,
- the organization of practicals,
- the elaboration and use of university educational media endorsing successful instruction.

One of the results of the research work of this group is to be the elaboration of didactical instructions for seminar directors in higher education.

In recent years the questions of the self-education of teachers have become the subject of theses. The third research group of our institute plans to further deepen the study of these problems, within which it will study the aspects of part-time in-service education and in-service training courses.

Aspects of the effects of in-service education on upgrading the teacher's pedagogical skills are studied by the fourth research group. Their research work is centred on the development and trial of curricula for practicals in special courses providing teachers with systematic assistance in coping with educational tasks in extremely difficult educational situations in school and out-of-school education. These training programmes include the solution of educational and instructional problems in the following situations:

- behaviour adequate to the educational situation,
- behaviour adequate to the nature of extracurricular leisure activities of pupils,
- effective motivation of learning,
- the educationally effective use of the content of the historical level in presenting elementary civics in basic school,
- emotionally imbued work with belle lettres enhancing the stimulation of appropriate experience in pupils,
- forming the skills for independent intellectually based practical pupils' activity in polytechnical education.

The task of the 5th research group is to integrate the content of pedagogical lectures and other forms of transmitting pedagogical experience depicted in written form, in different types of in-service education. Proceeding from the necessity of using and disseminating progressive pedagogical experience this research group is to help teachers and instructors to creatively develop their experience.

Research, mainly research of empirical and experimental nature relating to the development of pedagogical mastery is also being carried out at other scientific institutions. In June 1984 the Karl Marx University will hold a scientific conference with international participation to discuss the problem area. At the conference we shall present our experience and set the direction of future research.

In conclusion let me say the following: In the GDR the question is often posed whether the time had not come for developing a special theory of in-service teacher education, including the objectives, content, conditions and method of such education. On the other hand discussions are at present under way on whether it would now not be timely to develop a special theory of pedagogical operation as a supplement to the theory of the pedagogical process. I now still have doubts as to whether the two questions should be pitted against each other and elevated to the status of independent theories or whether we here, in fact, have one and the same research object. I believe that we should extend the existing pedagogical theory and that we should deepen its scientific level and not construct new pedagogical systems. With regard to my experiences with teaching I believe that this is in many ways possible, mainly if we extend the methodology of educational work and put it on a theoretical foundation.

I am still not fully convinced that a special theory of in-service teacher education would at this point in time yield any significant progress in this field. It would have to incorporate not only in-service but also pre-service teacher education and should not become a separate unit in the science of education. However, the immense growth of the numbers of scientific publications on in-service teacher education to a certain extent justifies the demand for a theory of in-service teacher education. And insofar as this question is the order of the day it will have to be such a process which will transform educational practice and especially the personality of the teacher.

MANUEL CURBELLO VIDAL /CUBA/

SYSTEM OF IN-SERVICE EDUCATION OF EDUCATIONAL PERSONNEL IN CUBA AND ITS MAIN TRENDS

Summary

The paper outlines the main achievements and future prospects of the system of pre-service and in-service education of educational personnel in Cuba in the period of the construction of socialism in our country.

In the introduction the concrete historical causes are clarified which have determined the establishment of the system and which were expressed in the defence "History will prove me right" by First Secretary of the Communist Party of Cuba Comrade Castro in 1958 where he pointed to the necessity of allowing all teachers to attend within certain intervals specialized or updating courses, this in form of day courses and for full pay.

This historical statement was put into operation by the revolution by giving all teachers the opportunity of attending study courses, pre-service and in-service seminars in order to be able to continuously increase the effectiveness of their work, to improve their scientific and pedagogical

standards and thereby to considerably improve the quality of the educational system as such.

The importance of the task is reflected in the postulates and resolutions adopted by the 1st and 2nd congresses of the Communist Party of Cuba which are related to education.

The paper points out that at present pre-service, in--service education of educational personnel observes directives aimed at providing:

a/ the secondary and higher education of teachers,

b/ the evening and distance education of teachers,

c/ the organization of the in-service education of teachers in reply to the requirements placed by the scientific and technical revolution at all levels of the educational system - basic, secondary and higher education.

The said directives have been reflected and specified in other spheres of work throughout our history: in the following forms:

- following the victory of the revolution, syllabi and curricula of teacher training began to differ sharply from previous syllabi and curricula because they were characterized by the linkage of theory and systematic practice;
- the establishment of the first three educational institutes

at university level in 1964 for the education of secondary school teachers. At present there exist 11 colleges of higher education;

- regardless of the great number of students who acquire pedagogical education in day and evening courses the urgent necessity became evident of involving thousands of young people in teacher training in all parts of the country. In 1969, distance courses were introduced for young people with minimum practice in which they were trained for work in primary and secondary school. This task was entrusted with the Institute for In-service Teacher Education. The fact that basic school teachers ecquired complete specialized education made it possible to fulfil by 1980 the decision of the party that: "By 1980 all basic school teachers should gain a diploma in specialized education;"
- the guidance and training of educational personnel with the aim of implementing the Plan of upgrading the national educational system. This important task was implemented by the Institute for the In-service Education of Teacher Teachers in the five year plan 1974 - 1980 for educational personnel in the subsystem of general polytechnical and vocational education.

At present when many tasks have already been fulfilled which were aimed at upgrading the quality of education, the subsystem of pre-service and in-service teacher education is developing by improving the activity of educational personnel, improving the quality of instruction, training basic school teachers, organizing courses for in-service training and by updating the pedagogical knowledge of teachers;

- the broad system of in-service training courses, as well as followships which are offered to teachers of secondary schools, colleges and universities by pedagogical institutions and institutes for in-service education is oriented to the continuous updating and deepening of knowledge in the field;
- the establishment of faculties of natural science and social sciences within Havana university, faculties of technical sciences within the Jose Antonio Echevaria polytechnical college, faculties of agricultural sciences within the College of Agriculture in Havana as well as the establishment of pedagogical faculties within the Enrique José Varón College of Education for upgrading pedagogical mastery and in-service education of teachers who are working in the university centres of the country.

The said faculties form the basic link in the system aimed at achieving a significant potential of specialists and material resources and thereby also at increasing the scientific, technical, practical and methodological knowledge of educational personnel.

The paper stresses the importance of work carried out by the institute for in-service education of educational personnel in its capacity as the study centre for the in-service education in our time which is reflected in its functions and tasks. Through the national network of in-service training institutes which include 14 provincial and 122 municipal institutes and the special municipality Island of Youth a system is being developed of the permanent in-service education - a system of scientific, technical, political, ideological and pedagogical training of teachers based on the principles of Marxism-Leninism allowing in practice to link the most efficacious methods of educational work with the continuous and systematic planning thereof, to increase demands on planning, organization, control, implementation and supervision of all activity of educational personnel.

In conclusion the aspects are summed up of in-service education in Cuba:

- the identification, selection, study, analysis and generalisation of progressive experience in the interest of enriching outstanding teachers and our revolutionary pedagogy,
- to further guide and prepare teachers working at schools of different levels according to the new plan of in-service education in the national educational system,
- together with the Central Institute of Pedagogical Sciences, the Pedagogical College of Higher Education, the university and with other study and research centres to partake of experimental work in the field of education and instruction.

The strategy of the prospective development of the subsystem determines and defines the main trends of the study, methodological and research process for a long period of time and as a result determines the project of in-service education of educational personnel. At present there are in the country candidates of science and 216 graduate student assistants of whom 85 are studying at home and 131 abroad.

In the recent past courses have been suggested for updating and we are now continuing in the process of the in--service education of basic school teachers and secondary school teachers such as would bring them up to the level of present-day science, technology and culture and which would meet the demands placed on the teaching profession by the socialist society as characterized by First Secretary of the Cuban Communist Party Fiedel Castro Ruz: "In the conditions of the current scientific and technical revolution we cannot imagine a teacher who would be using a dilletante method of work - only that teacher meets ouf ideas who is a researcher, a personality capable of independent work, and is an intellectual a revolutionary who does not shun problems but takes active part in their solution from the scientific point of view and from the point of view of our class interests." /1/

/1/ Castro Ruz Fidel: Speech delivered at ceremonial graduation of pupils of the pedagogical unit "Manuel A. Domenech" at the Ciudad Libertad Stadium, Havana, July 7, 1981, p. 13.

ROMUALD KÓNCZIK /POLAND/

THE ROLE OF PEDAGOGICAL ASSISTANCE AND GUIDANCE IN THE SYSTEM OF IN-SERVICE TEACHER EDUCATION IN THE POLISH PEOPLE'S REPUBLIC

Increasing the effectiveness of work in the school requires systematic support to the didactic and educational work of the teachers, their initiative in improving own working methods and meeting the rising demands placed on the school by society. The main aim of in-service teacher education is the stimulation of professional development. The professional development of the teacher is conceived as a progressive change of his knowledge of the subject which he teaches, knowledge of pedagogy and psychology, the improvement of didactic and methodological skills and of the culture of inter-personal relations, such as the art of establishing contact with the pupils, the ability of self-education. Professional development is based on the creative seeking of working methods which best correspond to the actual structure of the personality, on the recognized necessity of correcting incorrect approaches and methods, this on the basis of an in-depth knowledge and self-control of one's own behaviour.

In the professional development of the teacher four groups of operations may be identified:

1. seeking and imitating methodological models,
2. critical evaluation, choice of method,
3. own verification of the effectiveness of one's own work,
4. development of own methods and solutions.

These operations most frequently follow one another creating subsequent stages of professional development, in rare instances, in case of outstanding teachers, they are simultaneous. The teacher who is not professionally perfect, i. e., the unqualified teacher, primarily seeks models. There are many such teachers and they readily use readymade models of conspectuses of lessons, the distribution of material and of control work. Such uncritical attitude to "societal demand" by the methodologist may lead to schematism and passivity insofar if for his work he chooses a less demanding type of pedagogical consultation. In order that in-service education should yield the desirable results the existence and inter-linkage are necessary of the two aspects of in-service education, namely in-service education as the internal process of self-improvement which concerns every participant and in-service education as the rational external organization of this process which if possible is institutional in character.

In-service education through upgrading the style of work is based on the creative development of the resolve of knowledge which the teacher has already acquired and of newly acquired knowledge, with the aim of using it in educational practice which naturally takes place within the walls of the school and is manifested in the development of new reflexes and the accumulation of professional experiences.

Differences existing in the general mass of teachers /with the exception of the untypical group of teachers without any pedagogical qualification/ are characterized by a different level of qualification which is related to the past functioning of different types of teacher training institutions. From this point of view in-service education also signifies the further development of existing qualifications, as well as the updating of knowledge and professional skills. Without the permanent enrichment of the broad range of teachers with pedagogical, psychological and subject-related knowledge and without upgrading the skills to organise the process of instruction it will be very difficult to achieve the effects which are expected in connection with changes in the curricula of instruction and education and also with the necessity of adjusting didactic methods, forms and means to these changes. This also applies to evident development of the skill to analytically approach one's own pedagogical activity in the solution of difficult problems. Otherwise a part of the teaching population may become convinced that solutions which are presented to them in books, lectures and papers are hardly suitable for their work. This could also strengthen the feeling of loneliness in overcoming growing difficulties and in extreme cases the feeling develops in the teacher of the ineffectiveness of pedagogical work. The system of everyday assistance may lead to the revelation of typical difficulties, initiate innovative activity, be the mediator in the dissemination and exchange of pedagogical experiences. It cannot, however, replace the teacher in his individual endeavour for pedagogical mastery. The desirable outcome of the work of subject collectives may be the elimination of psychic fatigue caused by many years of work in unchanging conditions, an unchanging social environment and in an almost unchanging school staff.

The system of specialized in-service teacher education should not be too general and cut off from their work because if so it will be reduced to a continuous influx of information, will lead to theoretical knowledge almost without any connection with practice.

In-service education must combine the provision of teachers with a knowledge of theoretical postulates and their possible practical use in pedagogical practice. On the other hand it is envisaged that the system of in-service education will avoid purely instrumental, mechanical forms which are not linked with the theoretical fundamentals of practical activities. In-service education of teachers is not restricted to individual consultations. Pedagogical work is always social in character. Experience has shown that good pedagogical work is not possible without the mutual exchange of information and experience. From this wollows the great importance of the role of the school principal. Both as concerns the control of the pedagogical process and in the professional upgrading of educational personnel. The control of the instruction process and the upgrading of the professional skills of the staff are elements of which consists the complex of duties of the school principal.

The teacher has the right to a creative and real participation in forming the contemporary model of the educational system. All organized forms of in-service teacher education observe the principle of partnership and the teacher's influence is garanteed on the trend of development of in-service education as well as on the choice of its form and content. Assistance to teachers in the improvement of their work cannot be separated from the participation of those who are most interested because there exists close linkage between the teacher's personality and his working conditions. The process of in-service education of teachers cannot therefore be considered as being a proces restricted to the presentation of ready-made knowledge and models for behaviour but must create conditions which are favourable for the teacher's own seeking and speculations.

In-service teacher education is based on the system of positive motivation. The abandonment of the compulsory system of in-service education to be replaced by positive motivation requires the introduction of differentiated forms of in-service education which observe proven methodological models linked with theoretical speculations and which take into account the original creativity of the teacher. The voluntary endeavour of teachers in this respect should be awarded by adequate forms of promotion and must be financially stimulated. The main components of the system will be the levels of specialization which are being introduced in compliance with the Teacher's Sheet.

In the present organization of society the principle of guidance has been becoming widespread in different spheres of life. The effort is becoming manifest for turning supervisory institutions into institutions with a prevalently guidance character. The provision of consultations is becoming an important part of the activity of many institutions. This principle has become the basis of the Decree of the Ministry of Education of the Polish People's Republic of May 28, 1981, concerning the renaming of methodologists-inspectors into teachers-methodologists which transfers them within the competence of the department for the in-service specialized education of teachers, i. e., affiliations of the Institute for In-Service Teacher Education.

In-service education implemented by teachers-methodologists assumes the separation of the control function from the guidance function. The control function is implemented by representatives of pedagogical supervision /the school principal, the school authority/ while guidance functions are implemented by methodologists in linkage with the Institute of In-Service Teacher Education. The functions which are fulfilled by methodologists in pedagogical guidance are extremely varied - the differentiating factor being different categories of teachers /young teachers, unqualified teachers, outstanding teachers, etc./. The methodologist together with the teacher attempt to identify the imbalance between the current level of the teacher's knowledge and skills. Only the methodologist, as a specialist and person enjoying confidence, not a controlling inspector, provides genuine help in the identification of shortcomings. Both the teacher and the methodologist are interested in their revelation. Only the methodologist-consultant may create an environment free of concern and unrest, one which is favourable for finding the causes of detected shortcomings and for finding ways of their elimination. Only a methodologist is capable of suggesting an extensive programme of actions /observations, visits, consultations, list of references, auxiliary methodological materials, courses, etc./.

The aim of didactic-educational consultations is as follows:

- to raise the effectiveness of the didactic and educational work of the teacher, the elimination of difficulties and failures in pedagogical practice,
- to optimize the impact of the teacher's personality in inter-personal relations,
- to stimulate creative and more efficient activities.

Educational guidance creates the possibility of establishing a new and individual approach to the question of in-service teacher education. The point of departure is the analysis of the teacher's own professional experiences which in town leads to the identification of own needs and adequate behaviour. The progressive approach assumes the increased ability of self-evaluation and self-control at work. Systematic self-evaluation allows the teacher better self-recognition which will in turn help him choose an individual style of behaviour in contact with pupils.

The main components of the system of guidance for teachers are: subject conferences of methodological and problem groups which are held three times a year, individual and joint consultations with practicals, led by methodologists or teachers, short-term courses held in mid-term or during the vacations which acquaint the teachers with new curricula, the dissemination of specialized experiences gained by outstanding teachers, this through lectures and exhibition which demonstrate their achievements.

The procedures which are used by the teacher-methodologist should be aimed at the following objectives:

- to form the model professional qualification in the conscious of the teacher for whose attainment he should endeavour,

- to form the conviction in the teacher on the dependence of work achievements on the level of professional skills,
- to inform of the professional needs of teachers of the given subject and on this basis to determine the volume of in-service specialized education and methods of implementation,
- to take constructive measures for attaining the goals set in the sphere of the professional development of teachers - this is implemented by self-education and within in-service education organized by educational councils and departments for in-service teacher education in methodological groups.

The work of the methodologist comprises the following activities:

- assistance in the interpretation of the aims of instruction and education in the socialist school,
- stimulation of the teachers' activity for seeking inter-relations between the aims, contents and tasks of the didactic process,
- development of the skill to see and analyse typical didactic difficulties, the development of the teacher's ability to seek ways of eliminating such difficulties,
- coordination in the continuous enrichment of the teacher's knowledge as concerns the respective subject, pedagogical

and psychological knowledge, didactic knowledge, the knowledge of laws of social development and of the historical conditions of the development of one's own nation,

- assistance in the implementation of the ideological choice in compliance with the principle that the school in the socialist state represents a unified socialist system of values,
- assistance in upgrading the teacher's ability to analyse his own activity, to evaluate and correct his own work,
- the stimulation of the continuous exchange of work experience,
- assistance in the integration of the educational environment.

G. RUSITORU /ROMANIA/

SYSTEM OF IN-SERVICE EDUCATION OF TEACHERS IN THE ROMANIAN SOCIALIST REPUBLIC

On the basis of the generally accepted postulate that the upgrading of specialized training is the primary duty of all specialists as well as the duty of economic organizations and institutions in which the specialists work, a national system for the in-service education of all personnel has been in operation in Romania since 1971 whose aim is to systematically implement this activity. Measures relating to the in-service education of workers in all fields of human activity were approved under Act 2/1971 on the in-service specialized education of workers in socialist production and economic organizations.

Within this national system activities and competences were defined and the levels of in-service education were established for different categories of personnel. Also set were the duties and rights of socialist production and economic organizations and their personnel, the role of educational establishments, scientific institutions, trade unions and public organizations in this area.

1. Model of in-service education of teachers in the Romanian Socialist Republic

The Romanian model of in-service education of educational personnel is based on a number of principles which guide its organisation and operation, such as:

- the coordination of the educational system with production and research,
- the development of the entire system of training in harmony with the needs of the school, with specific demands on the competence of each study cycle and profile,
- the integration of teachers as concerns measures for in--service education,
- the sequence, unity and diversity of teacher pre-service and in-service training,
- in-service education is based on the results of research oriented to their optimization,
- the creative participation of educators in the process of self-education.

In the light of the said principles the organisation of in-service teacher education is provided by the Act concerning education no 28 of December 1978 which came into force in the school year 1979/1980.

Under the Act on Education /Article 101/ "upgrading the education of educational personnel is organized by the Ministry of Education through educational institutions and research institutes, with the support of economic ministries and other central and local authorities which have competence for the respective educational installations, this in harmony with the development of technology and production technologies and the requirements of the process of instruction and education." In compliance with the said directives the in-service education of various categories of educational personnel are implemented as follows:

a/ teachers of pre-school establishments and of basic schools attend in-service education in lycées which are supported by institutions of higher education and district houses of pedagogy,

b/ teachers in grammar schools, technical secondary schools, lycées, vocational schools, teachers in school sports clubs - are educated in institutions of higher education by their specialization /universities, technical, economics, art, at the Stefan Georgiu Academy, etc./,

c/ instructors of practical training in all schools and educational establishments - in the network of economic ministries /of the respective sector/ as well as within the network of people's councils, with the participation of the lycées in the given field and in economic organizations. The methodological, pedagogical and social science and philosophical training of instructors of practical training is provided by pedagogical lycées regardless of the organization in which the instructor works,

d/ in-service education of school principals and deputy school heads in pre-school establishments, basic schools and grammar schools is provided by the district school inspectorate, the in-service education of principals of lycées and technical schools and of schools for the training of instructors of practical training is provided by the Ministry of Education together with ministries and other central authorities competent in the respective sector. Institutions of higher education partake of this process,

e/ in-service education of school inspectors of district inspectorates - the ministry of education with the participation of institutions of higher education.

The incorporation of teachers in in-service education is provided with a view to the interests of the educational system bearing in mind the individual needs and wishes of teachers in such a manner as to provide that every teacher attends a special in-service education course every five years.

2. Content, ways and methods of in-service teacher education

The system of in-service education of educational personnel comprises the following inter-related basic structures:

1. methodological activity,
2. in-service training and production practice,
3. scientific and research work.

The differences between the said structures are given both by the specific aims which they follow and by implementation. Methodological guidance is provided to help educational personnel solve practical instruction problems, in-service education courses are aimed at providing teachers with scientific information in the social sciences, philosophy, psychology and pedagogy.

As concerns conditions of implementation, methodological work is conducted throughout the whole school year as a form of in-house training while in-service courses are usually organized in form of special courses without release from work. Methodological training is continuous while other forms of in-service training are recurrent. Scientific and research work is also conceived as a significant form of stimulating further specialized education and self-education. All mentioned forms of work are based on the individual education of educational personnel and are stimulated and guided by educational bodies. An important role is played by information and documentation centres, i. e., the Central Pedagogical library, libraries of houses of teachers, etc.

1. In compliance with the present needs of the school methodological work as a form of in-service education of educational personnel implemented in the school, is aimed at creating a cultural pedagogical environment to stimulate permanent education and inculcate in teachers relations based on perceptiveness for innovations and continuous endeavour for upgrading instructional and educational work, with the aim of increasing its effectiveness.

The organizational framework of methodological activity aimed at the in-service education of teachers at school level comprises: members of school staff by departments, teachers' methodological commissions, and instructors' methodological commissions, methodological commissions of class masters, meetings of the school instructional staff /pedagogical council/.

In order to provide a wider framework for the systematic exchange of experiences among teachers "pedagogical circles" are being organized by departments. Instruction is implemented with regard to the teachers' specializations as well as with regard to the specialization of instructors of practical training.

The improvement of specialized training of teachers in the school which is implemented through methodological actions within the school and at inter-school level is guided by the school inspectorate and operated through district houses of teachers. This form of work is supplemented by other forms of activities, such as lectures, symposia, briefings meetings, consultations, short-term fellowships, the exchange of experiences, etc., which are organized by houses of teachers in cooperation with branches of scientific societies in the respective fields /mathematics, physics, chemistry, biology, geography, history the Romanian language and literature foreign languages, etc./.

In-service education forms which assume the teacher's attendance of study courses or fellowships comprise the following forms:

- periodical study courses for upgrading knowledge,
- preparatory courses for validation examinations and for gaining pedagogical degrees,

- periodical instruction relating to specialized, pedagogical and topical socio-philosophical questions.

The said actions which are common for all categories of teachers include three months' in-house training in enterprises and factories for teachers of technical and technological subjects.

2. The aims and content of all activities aimed at in-service education and training are determined applying select criteria of the analysis of the development of scientific fields which are studied in the respective school, with regard to the new social needs and functions of the educational system, new achievements in the science of education and with a view to meeting the needs of teachers and their effort for further education. With this in mind university departments of pedagogy and psychology and the school inspectorate implement periodical research under the guidance of the Ministry of Education.

Curricula of in-service teacher education consist of three parts which are independent and are implemented in close unity:

a/ Subject-related in-service education has the following aims:

- to inform the teacher of the latest achievements in the scientific discipline which they teach, problems, new hypotheses and research methodology,
- to inform and acquaint the teacher with changes in the theoretical foundations and social role of the given science,
- to deepen the study of the main problems of the given discipline which are incorporated in the curricula, in the process of practical instruction,
- to establish an inter-disciplinary concept in specialization.

b/ In socio-political and philosophical in-service education:

- to continuously acquaint the teachers with the developments and processes which are taking place in contemporary society an and in Romanian society,
- to acquaint the teachers with the development and ideological struggle in present-day philosophy,
- to form and strengthen the philosophical and political concepts in the conscious of teachers.

c/ The main aim of in-service education in the science of education is to develop the teacher's concept of abilities for and relationship to the projecting, implementation and evaluation of the process of instruction. The implementation of the process of instruction at present-day level using effective methods and their introduction into school practice is the principle of the policy of the Romanian state in in-service education. This aim is specified in a number of specific tasks, such as:

- the study of the most significant results of research of education, the study of the development of contemporary education with the aim of developing progressive concepts of the social role and function of the school,
- the development of the creative approach and abilities to understand modern ideas in education and instruction,
- to recognize the substance and to evaluate the latest achievements in the implementation of the instruction process,
- the concept, organization and control of school groups as psycho-social groups,
- the development of a new pedagogical approach in the teacher to pupils, to subjects and to their own selves with the aim of establishing the best possible contact and cooperation with the pupils.

The development of scientific and research skills and instruction in new ways of research in education.

Next to the above aims in the field of the science of education which are mainly concerned with the control of the process of instruction in compliance with the new functions of the teacher in the school, the curricula of in-service teacher education also contain other tasks which are related to the vocational guidance and training of pupils, leading pioneer and youth organization branches, school administration and relations with the family. This unity is implemented by means of alternating theoretical in-service education with practicals /direct work with pupils and self-education/. In the process of this training teachers acquire a knowledge of the theoretical aspects of the given field and of new methods of work which they then verify in direct practical work with pupils. In the subsequent stages theoretical and practical data and information are subjected to analysis and discussion in which colleagues with the same specialization participate. Such discussions are the precondition of new theoretical progress which contributes to upgrading the teacher's qualification.

In-service education reckons with the establishment of a balance between theoretical and applied aspects, this both in training courses and seminars and in the organization and implementation of practicals. The applied methods of worh thus assume an active character.

At the centre of attention is the acquisition of the results of research in the respective subject which is being conducted in our country as well as abroad and concerns: the concept of the instruction process with regard to new methodologies of determining pedagogical aims, the optimization of the didactic process by stimulating activity methods, the instruction of audiovisual procedures, the mastering of strategies of differentiated instruction and the further development of the theory and evaluation of knowledge in the school, etc. The aim of such work is to enhance conditions for learning and the introduction of norms following from research results into school practice.

The content and methods of implementation follow from the prospects of the main stages of instruction: Projecting, implementation and evaluation of knowledge.

The school instructional staff are equipped with means for projecting, implementation and evaluation of the instructional process. The following range of means and methods is applied in order to develop the competence of teachers in the instructional process: lectures, practical demonstrations, group discussions, the study of concrete cases, role playing, the use of audiovisual media and closed circuit television, elements of microteaching, observations, etc.

The specificity of each stage of didactic work is taken into consideration in their choice and application.

The aim of all this activity is to develop in teachers the skill to project optimal methodological variants, the skill to scientifically control and manage the organization and process of instruction.

In-service teacher training courses are terminated with an examination in form of credits in pedagogy and political and ideological subjects and an oral examination in the teacher's subject and methodology. The results are evaluated using a ten point system where seven points are the minimal evaluation for each examination subject. Those attendees who have failed the examination attend another in-service training course in the following school-year.

3. Organization of preparatory courses for gaining teacher degrees and for the validation of these degree /pre-university education/

In the system of in-service teacher education an important role is played by training for teacher degree validation or for gaining degrees of the first and second degree. This training, like in-service teacher training courses, is based on specific curricula.

The preparatory study courses which are identical with in-service study courses are terminated by validation exams and examinations for gaining the second teacher degree.

With regard to the results of in-service education oriented to validation and to gaining teacher degrees each of these levels has its specific goals and dominants.

a/ Functional validation of the teacher consists of participation in a one year preparatory study course, of a three weeks collective study and of an examination which the attendee has to pass. Under the provisions of the Teacher Statutes all teachers have to pass this validation examination following three year in service. Those who do not gain the validation in the first period are entitled to sit for the examinations in the following two periods in service but not more than three times. Validation is the pre-condition for retaining the teacher's post.

The validation curricula are aimed at enhancing the specialised and psychological and pedagogical training of the teachers.

The curricula therefore contain the same three areas of training as in-service teacher training courses, they also underlime the knowledge of the subject and the knowledge of the respective curricula, the skill of applying various instruction methods and of selecting the most suitable method, the skill and ability to organize and stimulate the study activity and independent work of pupils, to stimulate interests important for forming the specialized style of the school, the stimulation of interests in out--of-school and publicly beneficial activities.

An examination period is organized for validation examinations every year. The examination consists of a practical examination which consists of a special inspection of the candidate's activity and of a theoretical examination - written and oral - in the respective subject, pedagogy and scientific communism.

The written examination in the subject cover general areas set by the Ministry of Education. The lowest mark for passing the examination in any one subject area is 6, the validation examination is passed by candidates who achieve a minimal evaluation of 7.

b/ The second teacher degree consists of participation in preparatory courses, of a three week period of collective work and of an examination which the candidate has to pass. This degree may be gained when five years of service have elapsed from validation. The second degree is not compulsory, and teachers are recommended for the second validation by the school instruction staff. Teachers selected for the second validation must by exemplary in the fulfilment of school tasks which is reflected in the good achievement of the pupils and in excellent evaluation of the teacher's work by the inspectors, permanent methodological and scientific work, intensive societal activity, exemplary behaviour at work and in the family and in society.

The main objectives of preparation for the second validation are the acquisition of a high level of subject-related and political and ideological knowledge and the knowledge of new aspects of pedagogy and methodology of the subject. The curricula therefore is oriented to the skill to use subject instruction for forming and developing the intellectual abilities of the pupils, the skill to use the acquired knowledge for solving theoretical problems and for practical activities as well as for the development of creative abilities.

In compliance with the objectives and content of the preparatory programme the examination for the second validation consists not only of a practical test of the candidate's activity carried out by a special commission, of written and oral examinations in the content and methodology of the respective subject but also scrutinizes the teacher's knowledge of pedagogy and psychology, and of problems of the socialist construction of the Romanian Socialist Republic.

The lowest mark for this examination is 7, the overall minimal average mark is 7.

c/ The first degree is also optional and may be acquired minimally after a five year period in service from the second validation. Criteria for the first degree are the same as for the second degree.

In-service education aimed at gaining the first degree is provided during two school years and has four stages:

- Stage I - oral examination in the subject: "Current problems of the socialist construction of the Romanian Socialist Republic,
- Stage II - the compilation of a scientific methodological thesis and its evaluation. The scientific methodological thesis discusses a theme which the candidate has himself selected from the curriculum and is compiled under the guidance of a trainer appointed by the school who is in charge of in-service education,
- Stage III - special test of activity. The test is conducted by a commission consisting of three persons of which one

is a teacher educator,

- Stage IV - defence of the scientific methodological thesis before the same commission and a team of specialists from the respective school or within the framework of a methodological meeting /pedagogical circle in the teacher's home, etc./.

Validation, the same as teacher titles of the IInd and Ist degrees which confirm the good preparation and work of educators are the basis for promotion and an increase in the monthly salary by 10 - 12 % for each degree. The confirmation of the teacher's position and his promotion are to stimulate the teachers' effort for better preparation and better work.

4. In-service education of faculty staff

In-service education of faculty staff is provided by institutions in which they work. Main forms of in-service education of faculty staff are as follows:

- doctoral work,
- post-graduate /post-diploma/ courses,
- practice over 1 - 2 university semesters once every five years which is organized for personnel in technical fields in production enterprises, in scientific and research in-

stitutions, in project design offices or in other socialist enterprises of the respective profile,

- periodical 2 - 3 day seminars organized by university centres for discussing certain problems of the respective field and for in-depth discussions of new problems,
- scientific activity within the framework of the department /meetings, scientific sessions, symposia, etc./.

1. In-service education through graduate student doctoral study

This is the highest form of in-service education of specialists in different fields of science, technology and culture. Most university teachers have gained the degree or are studying for it. Participating in this education are persons who have graduated from university and have gained a diploma certifying to their graduation or an equivalent diploma in a field in which they intend to gain a doctoral degree in the given field or in a related discipline in the same scientific field in which they work. Applicants have to pass an examination.

Training is implemented by institutions of highed education, academies of sciences and central science and research institutes. The subject area and the content of the doctoral work is determined by the study field and by the scientific fields of the institutions which are organizing the study, in cooperation with industrial enterprises and social and cultural institutions in the respective field.

The study period should not exceed four years and is implemented under the guidance of scientific trainers in the respective field who are appointed by the Ministry of Education from the ranks of Outstanding university teachers or scientist with great authority from scientific and research institutes.

The study period proceeds on the basis of a training plan which is compiled by the applicant together with his educator. The plan comprises the organization of work including documentation and study in the applicant's own field and in allied disciplines, scientific research carried out with the aim of defending the thesis, writing reports on work procedure and on the results of research work, publishing articles related to the theme of the doctoral thesis. The applicant's work during the study period is totally devoted to thorough study and to writing a thesis on a high scientific level. To achieve this graduates studying for a doctoral degree are entitled to use the laboratories and libraries of universities and colleges and scientific and research institutes. In the same period they are obligated to pass two to four examinations in which they will demonstrate their study in the field, documentation processed, their ability to theoretically generalize and solve problems which are related to the subject of their doctoral thesis.

The content of doctoral theses is related to problems following from the main themes of scientific research and have an explicit practical, applied character.

The thesis is studied by a commission of specialists which is appointed by the Ministry of Education. Specialist members of the commission write independent evaluations of the thesis in which they assess the value of the thesis and its quality with regard to the graduate's pre-requisites for gaining the doctoral degree in the respective scientific discipline. The thesis is defended at a public meeting before a commission on university grounds or in the scientific and research institute in which the graduate has studied for the doctoral degree.

2. Post-graduate /post-diploma/ courses

Post-graduate study courses are a form of in-service education of specialists in different fields of the economy, science technology, culture and also involve university teachers who graduated from university courses which lasted at least four years /or at least five years in distance and evening study courses/. These courses are organized by institutions of higher education and are held in fields of in-service education which are selected under a Presidential Decree initiated by the Ministry of Education together with other ministries and interested organizations.

Post graduate training has the following aims:

- to educate personnel with a deeper specialized education in the most important fields of science, technology and culture or in inter-disciplinary fields,
- to cope with the latest achievements of science, technology and economics, to acquire the most modern procedures and methods in the sphere of production, research, organization and control,
- training of personnel for fields which supplement their specialization gained in previous levels of education,
- training of specialists who are needed in a number of fields and sectors for which there are no university study courses,
- learning or improving the knowledge of foreign languages required for carrying out functions within the framework of the international contacts maintained by our state.

Post-graduate study courses are usually organized in form of distance courses and comprise independent study based on study plans and curricula, regular consultations, lectures, presenting an overview, discussing outstanding problems and applied research, the writing of a thesis in which the course attendees contribute to the solution of certain concrete problems of production or research. The maximum length of the study course is 12 months, depending on the specialization and complexity of the studied field. 2-3 block courses in a length of 3 - 5 weeks are held for lectures, applied work and examinations. The courses are terminated by an examination and the defence of the thesis.

3. Practice in industry, scientific research and project design

This form of in-service education is organized for teachers in lycées and in higher education in technical fields and production technology. The duration of practice - one study trimester for lycée teachers and one or two semesters for faculty staff, depending on the character and conditions of the practice.

In-service education in form of practice is aimed at providing teachers with the knowledge of modern technology, novelties in organization and implementation of the production process. In-service education is implemented through active participation in the fulfilment of planned targets and the solution of a number of scientific and technical problems of economic institutions where the practice is organised.

The system of in-service education of teachers in Romania comprises a wide range of forms and types of activity. Some of them are identical with forms of in-service training of specialists in other fields, others are special, specific types of activities in the educational system. The success of the system is guaranteed by the systems character of all types of activities by which various forms and methods are rationally linked, are complementary and form a differentiated and unified entity.

Y. A. BELCHIKOV /USSR/

COMPREHENSIVE APPROACH TO IN-SERVICE EDUCATION OF FOREIGN TEACHERS OF THE RUSSIAN LANGUAGE /SUMMARY/

1. In-service education of foreign teachers of the Russian language has a number of aspects: the linguistic aspect /scientific/, the communication aspect /practical knowledge of the language/, the methodological aspect, the geography-related linguistic aspect and the political educational aspect.

2. It is evident that the said aspects are closely inter-linked and that in the programme of in-service education of teachers of the Russian language it will be purposeful to devote attention to each aspect in accordance with its importance, taking into consideration the concrete situation and the tasks of school education and the education of youth in each respective country.

3. The Vth Congress of the International Association of Teachers of the Russian Language and Literature agreed that active communicativeness was the most important principle of Russian language instruction for foreigners and that in this respect one of the topical tasks of in-service education of

russian language teachers was the enhancement of the ideas of the congress, namely to further clarify the principle of active communicativeness as a progressive method which orientates both the instruction process and the presentation of instructional material /language-teaching and language geography/ as well as propadeutic for seeking optimal ways of providing pupils with an active and aware communicative skill in the Russian language.

4. The role is presently increasing of the political education aspect of in-service education of teachers of the Russian language as the language of peace, friendship and mutual understanding among nations, as the language of cooperation among the socialist countries, the role of the education of educators in the spirit of high communist morality. The importance is increasing of the active civic attitude of the language teacher.

5. In connection with national differences in the philological training of Russian language teachers and in view of the fact that different countries have different scientific trends and traditions and in connection with the rise in the general level of knowledge of the Russian language in the socialist countries, the task has matured of the collective compilation of a specialized thesaurus of know-

ledge, practical skills and habits in the Russian language for foreign teachers of the Russian language. The practice of instruction in the Russian language in some countries has shown that the importance of teacher training has increased, and this namely concerns intensive study courses aimed at improving their communicative habits: it has moreover become evident that it is very important to further develop and deepen the very methodology of intensive study courses.

6. A very important role in securing the general high level of specialized training of teachers of the Russian language will be played by those forms of in-service training of foreign teachers which have been established in the USSR /6 - 8 weeks courses in institutions of higher education in Moscow, Leningrad and in other towns, the distance course organized by the A. S. Pushkin Institute of the Russian Language/. The coordination of these forms with the national systems of in-service education of Russian language teachers in the socialist countries appears to be purposeful.

7. The in-service education of teachers of the Russian language assumes that the teacher should fulfil a wide range of instructional and educational tasks: to teach pupils to actively cope with the Russian language, to educate the pupils in the spirit of socialist internationalism a deepening

and development of friendship with the USSR, the aware struggle for peace, the clarification of the peaceloving policy of the Soviet Union and of the whole socialist community.

Y. N. KULYUTKIN /USSR/

SCIENTIFIC PEDAGOGICAL PRINCIPLES OF THE DEVELOPMENT OF SYLLABI AND CURRICULA OF IN-SERVICE STUDY COURSES FOR TEACHERS

"In every school", wrote V. I. Lenin in his Letter to the pupils of the Capri school, "the most important matter is the ideological and political orientation of lectures. By what is this orientation given? Totally and exclusively by the tutorial staff". /1/ V. I. Lenin linked this high evaluation of the educationalist with the general concept of the Soviet teacher and school training future builders of the communist society. The teacher cannot successfully implement the communist education of pupils unless he has a profound awareness of the social mission of his profession, unless he masters the comprehensive system of ideological, political, subject-related and psychological and pedagogical knowledge which is indispensable for the fulfilment of his multiform educational and instructional functions.

/1/ V. I. Lenin Collected Works, vol. 47, p. 194 /Soviet version/

It should be stated that Soviet teachers are at present well prepared for tasks related to the education and instruction of the young generation. The prevalent majority of beginning teachers are university graduates - thus, for instance, almost 90 % of all teachers who teach grades 4 - 10 are university graduates.

However, in the conditions of present social and scientific and technical progress the education which the graduate acquires during his university studies is but the basic starting point which requires continuous upgrading and development. In the conditions of the dynamic development of science, technology and culture, in the conditions of the continuous upgrading of the content, forms and methods of educational and instructional work of present-day school every teacher must consistently innovate and deepen his subject-related and pedagogical education, must creatively acquire new pedagogical methods and thoughts and progressive pedagogical experience.

The decisions taken by the XXVIth Congress of the Communist Party of the Soviet Union emphasise that the improved quality of instruction and education in secondary school requires the continuous upgrading of the specialized qualification of the teacher, the development of his creative thinking and practical mastery, the overcoming of formalism in the evaluation of his work.

The system of in-service education of educational personnel in the USSR contains various forms, namely the self-education of the teacher, multi-level methodological work, organized in the schools and in district methodological centres, cycles of pedagogical lectures where the teachers exchange experiences various problem seminars related to various topical problems of the school. The most important form of in-service education of the teacher in instruction in study courses which provide complex, systematic and relatively complete training covering the whole system of educational and instructional problems important for present-day school. Such courses are based in institutes for the in-service education of teachers which operate in every region and in big cities. Under the law every teacher in the USSR is obligated to attend an in-service study course every five years - this applies to all specialists.

One of the most important problems whose solution will condition the effectiveness of teacher training in such courses is the development of syllabi and curricula which determine the content of in-service education. The main principles of the development of the said curricula which are based on theoretical research and long years of practical experience in the field of in-service education of teachers are as follows:

1. The linkage of theory and practical work in the school

The principle of the linkage of theory and practice is one of the main principles of Marxist-Leninist methodology. Theory which is developed on the basis of social practice itself orientates the practical activity of man. Practice, in turn, is the criterion for the verification of theoretical knowledge. This thesis fully applies for the linkage of pedagogical theory and pedagogical practice.

Speaking of the solution of concrete problems of teacher instruction and proceeding from the principle of the linkage of theory and practice the logic of such a solution from our point of view assumes:

- the study of social demands placed on the work of the teacher in the Soviet school in the given stage of its functioning and development,
- the clarification of the content and structure of the teacher's activity,
- the determination of the knowledge, skills and habits which the teacher must have in order to be able to realize his

professional functions,

- the study of difficulties which the teacher encounters in the implementation of this or that function /in different stages of his practical activity these difficulties will obviously differ/ and the determination of the needs and requirements of teachers as concerns their in-service education,
- on the said basis to develop a constructive programme of in-service teacher education,
- an analysis of the effectiveness of in-service teacher education with regard to the perfection of the teacher's practical mastery and the upgrading of instructional and educational work.

The content of syllabi and curricula of in-service teacher education thus proceeds from the social demands placed on the teaching profession. It consists of tasks relating to the teacher's practical activity, the most topical and most important problems which the school is solving in the given period of its development. The actual effectiveness of in-service teacher training is then evaluated by the measure to which it influences the upgrading of educational and instructional work of the teacher in the school.

2. Comprehensive approach to teacher education

The second very important principle which determines the development of syllabi and curricula for in-service teacher education is that of the comprehensive approach to the development of the teacher's ideological and political, general cultural, scientific, subject-related and psychological and pedagogical training. Curricula of in-service teacher education courses organized by the institute for in-service teacher education contain the following units:

- current problems of Marxist-Leninist theory and policy of the Communist Party of the Soviet Union,
- questions of the theory and methodology of the communist education of pupils,
- questions of the psychological and pedagogical training of teachers,
- questions of Marxist-Leninist aesthetics,
- current questions of Soviet law,
- theory and methodology of subject instruction.

The comprehensive interdisciplinary approach allows to provide the teacher with a system of knowledge of the current problems of present day public and political life, the main trends of the development of science, technology and culture, trends in the development of the school and the improvement of methods of instruction as related to the given subject.

It should be emphasised that in-service teacher education is not merely the development of the teacher's knowledge and skills in the respective subject. Almost 50 % of all study hours in the syllabi developed by the Institute are devoted to subject-related theory and methodology but in-service teacher education is much more than just that. The ideological orientation of the school subject which the teacher teaches, the forming of the Marxist-Leninist world opinion of pupils require that teachers should continuously upgrade and deepen their knowledge of Marxist-Leninism ideology. Current methods of instruction must have thorough psychological and pedagogical justification. Thus, for instance the literature teacher must, in order to be able to successfully teach his subject, know the psychology of creation, the psychology of the perception of literature as an art, must be instructed in the sociopsychological changes in the outlook of the young generation which he is educating, in the value orientations, views and taste of the pupils.

The practical activity of the teacher objectively requires a synthesis of knowledge in different fields of science. The teacher's practical work integrates a wide range of knowledge, subjecting it to logic and associating it around the solution of concrete pedagogical tasks which arise in the process of concrete instructional and educational work with pupils. The comprehensive interdisciplinary approach to in-service teacher education reflects the requirements of the teacher's practical work.

3. The teacher's cognitive activation

One of the basic principles which determine the choice of the content and method of instruction in in-service teacher training courses is the cognitive activation of the students. The syllabi of these courses reckon with various organizational forms of instruction: lectures, seminars, practicals and laboratory practice, excursions, etc. It is important to emphasise that the principle of the teacher's cognitive activation must be the basis of any form of instruction.

Insofar as the lecture is concerned the main factor is the choice and actual construction of its content which must reflect the current questions of science and practice, must have adequate significance - theoretical and practical - for the teacher, must take into consideration his needs and requirements, must link the general theoretical postulates with concrete experiences with the work of the given school and given teacher.

Very important for stimulating the cognitive activity of the teacher are problem tasks and questions which the educator puts to the students during the lecture: e. g., to compare a pedagogical postulate with his own experience, to compare and evaluate his experience with that of his colleagues. This cognitive activation of the teacher is enhanced by papers presented by the teachers which illustrate this or that theoretical postulate by giving examples from own practice. In all this work it is important to involve the teacher's thinking in any form of instruction, i. e., in order that the teacher should not only perceive what is being said by the tutor but that he should compare the presented solutions with his own experience, that he should acquire the most valuable moments of the suggested pedagogical solutions, that he should be able to understand the as yet unsolved problems.

Seminars and practicals offer the widest opportunity for stimulating the cognitive activity of teachers during in-service training. In recent years activity methods are increasingly being used in seminars and practicals, namely the analysis of practical situations, the solution of constructive problems, case and educational games oriented to the improvement of the practical skills of the teacher. The said methods assume the active work of the teachers in group forms of instruction, the immediate coordination between members of the group in the joint fulfilment of the educational task. This promotes the exchange of experiences between teachers, and helps to improve their analytical and constructive skills.

The syllabi or in-service teacher education courses also contain practical tasks for the teacher, the preparation of papers, writing reports on the main problems of instructional and educational work in the school. In these reports and papers teachers write of the concrete work of the school in which they work.

4. Differentiation of instruction in study courses

The system of instruction of teachers in courses reckons with the differentiation of this instruction. At present the principle of differentiation is implemented in dependence on:

- the nature of the teacher's work /for teachers of the lowest grades, for teachers of grades 4 - 6, for teachers of grades 9 - 10, for teachers of day and evening schools, for teachers of village or town schools, etc./,

- the length of practice and work experiences of the teacher /junior and senior teachers/,
- the level of the teacher's qualification /in such case there are, next to common study courses for all teachers, courses for senior teachers and for teachers-methodologists/,
- organizational conditions of instruction /full-time courses, annual and monthly courses, combined courses, day courses, distance courses - e. g., one or two year courses.

It should be added that special possibilities for the differentiation and individualization of teacher instruction are provided at various problem seminars whose content is determined in compliance with the needs of teachers of different categories, such possibilities are also provided by the process of the teacher's independent self-education.

5. The principle of the permanent education of teachers

It has already been pointed out that in the conditions or present day social, scientific and technical progress in our country, the education of teachers is a continuous process which lasts throughout the teacher's serving life. The principle of permanent education means that between the different stages of the teacher's education, starting with his pre-service university education to his subsequent in-service education there must be linkage and continuity: the content of in-service training must proceed from the teacher's previous education and must at the same time develop, innovate and enrich the teacher's specialized knowledge and skills, must acquaint him with the latest achievements of science and progressive pedagogical experience.

At present the system of permanent education of teachers consists of the following main elements:

First of all this is the system of in-service study courses organized on the basis of institutes for the in-service education of teachers. All serving teachers have to attend in-service training courses four or five times during their active service. The content of instruction in the study courses which is reflected in the syllabi inevitably differs from one stage of in-service training to another. This practically means that syllabi and course curricula of in-service teacher education are revised and innovated. Innovation means that they reflect those changes which have taken place during any one five year period in the socio-economic development of our society, that they incorporate those new results of science with which every teacher must become acquainted as a subject specialist, new ideas and methods of pedagogy and psychology which are related to the content and forms of the instructional and educational activity of the school in the given stage of its development. Teachers must also become acquainted with new phenomena in the cultural life of our society, with new works of literature and art. Nevertheless, in-service teacher education in study courses in itself cannot resolve all tasks of permanent and consistent in-service education.

The second element in the system of permanent teacher education are short-term problem seminars of various types which are held during intervals between institute-based courses of in-service education, study courses organized by district methodological centres and in the schools. The aim of such seminars is to acquaint the teachers with individual topical problems which have arisen in the science of education, with the progressive experience of schools, to help them operatively solve tasks which have arisen in instructional and educational work. It should be added that in the period between in-service courses the teachers take active part in party schooling, they visit lecture centres and people's universities of culture, science, technology and pedagogy. Teachers also attend regional, republican and all-

-union pedagogical lecture cycles where they exchange work experiences.

The third element of teachers' permanent education is their continuous self-education. It is in this process of self-education that those general postulates are specified and enriched which the teachers study in courses and in problem seminars. Self-education provides the teachers with the possibility of permanently, systematically and operatively meeting their individual needs as concerns information, to immediately use acquired knowledge in their practical work, to understand and evaluate their practical experience in the light of theory.

In this connection the question arises of stimulating and organizing the self-education of teachers in the process of their education in study courses and at various types of problem seminars. Instruction in courses must be built such as to orient the self-education of the teacher, to form his interest in the topical problems of educational work, to improve his ability for self-education in lectures, seminars and practicals. Specially important for the solution of these problems are tasks set prior to the beginning and after the termination of courses which teachers prepare in compliance with the course curricula. These tasks help the teachers continue studying themes which they had studied in the course and to deepen their knowledge acquired in the process of attending in-service teacher training courses.

In conclusion it should be stated that the problem of the development of syllabi and curricula for in-service teacher training courses requires further in-depth research and that these syllabi and curricula should be updated, improved and made more effective. Topical problems which require special research and experimental trial are, for instance, the problem of the more flexible differentiation of content, forms and methods of in-service education of teachers with different qualifications and different levels of mastery. Another and no less important problem which should become the subject to in-depth research is that of in-depth research is the improvement of the system of permanent teacher education, the concrete elaboration of staged upgrading of teacher's qualifications in different periods of their professional activity.

The research of the said problems has already been launched and is being carried out by scientists of the Research Institute for General Adult Education of the Academy of Pedagogical Sciences of the USSR together with staff of departments of pedagogy and psychology of central and republican institutes for in-service teacher education.

G. P. REVENKO /USSR/

SYSTEM OF IN-SERVICE EDUCATION OF EDUCATIONAL PERSONNEL AND ITS PROVISION WITH RESPECT TO METHODOLOGY AND CURRICULA

Dear Comrades, Colleagues!

First of all allow me to thank you respected hosts and organizers of the international symposium, our Czechoslovak friends for having given us the opportunity to visit their beautiful country and its capital Prague and to take part in discussions on the currently topical problems of the further development of the theory and practice of in-service education of educational personnel, namely teachers.

In our country, in the Soviet Union, extraordinary attention is being attached to the questions of the in-service education of the teacher, raising the effectiveness of his pedagogical activity aimed at fulfilling the honorable and responsible state task, namely the instruction and communist education of the young generation. The content of in-service education, its mission and main forms are determined by tasks which are currently being fulfilled by the general educational school.

The work of educators in my country in the field of the in-service education of educational personnel and its development is determined by decisions taken by the Communist Party and Government of the Soviet Union. It was stated at the XXVIth Congress of the Communist Party of the Soviet Union that our country had reached an important milestone - namely the transition to compulsory general secondary education and that the teacher plays the main role in improving the quality of instruction, the quality of work training and moral education in the school and in streengthening the linkage between instruction and life. The conclusion and consequence following from this important social and societal role of the teacher, stated the Congress, was to centre attention on the teacher's work, life and in-service education.

The state is taking every possible measure to provide high-level in-service teacher education. Legal norms underlie the establishment and successful operation of the system of in-service education of educational personnel. Thus, for instance, Article 52 of the "Legislative Foundations of the USSR and Union Republics Concerning Education" states: "In-service education of educational personnel is implemented in institutions of higher education, in institutes for the in-service education of teachers, in institutes of in-service education, in research institutes, in progressive enterprises as well as in in-service study courses."

The system of in-service education of educational personnel, as provided by the Law, comprises a broad network of institute for the in-service education of teachers which exist in every region, area, autonomous republic, and in most cities of union republics. Apart from this, every Union Republic has its republican or central institute for in-service education which is related to regional, area and municipal institutes of the higher order. In our country there is a total of 189 institutes for in-service education - ranging from the Carpathian Ukraine in the west-bordering on Czechoslovakia to distant Kamchatka and Sakhalin in the East. The main structural elements of institutes for in-service education are methodological study centres whose numbers are determined by the number of subjects in the school syllabi, taking into consideration the most important instructional and educational problems and types of schools, as well as the respective national and territorial conditions.

The institute for in-service education closely cooperates with pedagogical institutes and training colleges, with other educational institutions and research institutes.

For the implementation of its main task, namely the in-service education of personnel, the institute organizes study courses, seminars, practicals, lectures, study excursions, individual and group consultations, provides assistance to those who are engaged in self-education, organizes and runs cycles of pedagogical lectures, scientific and practical conferences on the most topical questions of instruction and education, organizes permanent and temporary exhibitions, publishes study methodological documentation, etc.

The institute orients the activity of district and municipal methodological centres which are established within district and municipal departments of education. There are in our country some 5 000 methodological institutions. The main task of these centres is to organize methodological work, to provide in-service education for teachers and instructors in the district and in the town, to generalize and disseminate the best pedagogical experiences.

Roughly ten years ago the system of in-service education of educational personnel was enlarged by a new type of institution, namely faculties for in-service education which were established in compliance with the party and government decree within pedagogical colleges and universities. At present there are more than 50 such faculties. The establishment of the said faculties is connected mainly with the extension of the role of institutions of higher education in the in-service education of educational personnel, as well as in upgrading the theoretical and scientific level of in-service education of educational personnel. All instruction, consultations and seminars and courses provided by these faculties are provided by the faculty staff of institutions of higher education. Initially the said faculties only provided in-service education for school principals, later, when the said faculties became consolidated and their network extended they started providing in-service education also for other categories of educational personnel.

Thus, institutes for in-service teacher education, university faculties for in-service education as well as municipal and district methodological centres form the basis of the state system of in-service education of teachers and educational personnel. Education is provided free and regularly - once every five years for every teacher and educator.

This is, I repeat, the basis of the system of in-service education of educational personnel which is not, however, limited merely to the said institutions.

Thus, for instance, administrators in regional and area departments of education, ministries of education of the Union and autonomous republics and of institutes for in-service education of teachers attend in-service education organized by the special Institute for In-Service Education established within the Academy of Pedagogical Sciences of the USSR in Moscow.

This institute provides in-service education in Marxism--Leninism theory, upgrading instruction and communist education of youth, current problems of the science of education and psychology, economics and organization of management of educational institutions, scientific organization of pedagogical work and management, publicizing the achievements of the educational system, the selection, deployment and education of school administrators and educational personnel.

Great importance in the system of in-service education of educational personnel is attached to the training of potential school administrators. This education is provided by institutes for in-service teacher education. Special curricula and various instructional documentation have been developed for the said in-service courses for potential school administrators. Staff members of party and state organs, leading officials of ministries of education, leading scientists in the field of education and psychology, methodologists, experienced staff members of departments of education and school principals are involved in lecturing and instruction in these courses. All this secures a high ideological, methodological and pedagogical and psychological level of instruction and training of potential school administrators.

I would like to mention another interesting form of work aimed at extending the scientific theoretical equipment of the village teacher, namely courses which are organized for these teachers during the summer school vacations by the best universities in the country, namely at the Moscow State Lomonosov University. Every year hundreds of village teachers of mathematics, physics, chemistry and biology from all Union Republics come here to hear leading scientists. On their return home the teachers transmit their newly gained knowledge to their colleagues who teach the same subject.

I shall now restrict myself to those organizations which devote themselves to in-service teacher education and to a number of forms of this work. I would like to emphasise that nothing in this field is static and inert - the organization and forms of work are in continuous dialectical development, in motion which sensitively captures the needs of the school and the teacher, this in dependence on the task which the school faces. Thus, for instance, in the early 1970's when the necessity arose of enhancing the pedagogical and psychological orientation of the study courses for in-service teacher education the Republican institutes for in-service education of teachers established departments of psychology and pedagogy - this increased the pedagogical potential of the institutes and enhanced the psychological and pedagogical training of course attendees. Several years later the institutes started to establish departments of social sciences. The main content of the work of these departments in lectures, seminars and other forms of instruction it to purposefully deepen the knowledge of educational personnel in the fields of Marxist-Leninist philosophy, the methodology of Marxism-Leninism, scientific communism, the history of the Communist Party of the Soviet Union, the social and economic policy of the Communist Party of the Soviet Union, political economy and the economics of education. The establishment of departments of social sciences contributes to the further improvement of ideological and theoretical training of educational personnel in the process of their in-service education, to provide the teacher with a profound understanding of the theoretical and political problems of the construction of communism, current questions of the world revolutionary process and to contribute to the education of ideological fighters of the party.

Next to nation-wide forms of in-service teacher education there are in the USSR far-reaching and wide-range forms of public activity which include local seminars,practicals, regular meetings of subject methodological associations, cycles of pedagogical lectures on theoretical and practical problems, etc. Teachers have wide possibilities for creative work in the field of independent in-service education because big book publishers, such as "Osveta" /Enlightenment/ and "Pedagogika" /Pedagogy/ publish great numbers of handbooks, subject and problem oriented methodological journals, subscription based methodological editions, etc.

This literature provide the teachers with broad possibilities of pedagogical further education, self-education, without which the teacher's work cannot be fruitful.

The system of in-service education is increasingly using activity methods, not only the lecture, discussion or consultation, but also the seminar, the debate, the evaluation of a paper or thesis, group discussion of an educational situation, participation in a case game - all these and other activity methods stimulate the attendees, help the them to better cope with the most difficult aspects of the modern process of instruction and education, help them to take over the progressive experiences of outstanding teachers and school administrators, make instruction in in-service courses more effective.

The high effectiveness of the courses is provided by the good selection of tutors. Many years ago V. I. Lenin said "in any school the most important thing is the ideological and political orientation of lectures which is completely and exclusively determined by the tutorial staff" /V. I. Lenin: Collected works, volume 47, p. 194 of Soviet edition/. The success of the tutor's work is given by his wide outlook, good methodological training, the knowledge of modern psychology and pedagogy and progressive experiences. Such tutors are selected for work in institutes for in-service teacher education. The XXVIth Congress of the Communist Party of the Soviet Union emphasised that the Soviet man has changed. His knowledge has broadened, his erudition increased, his intellectual requirements have significantly grown. All this places demands on the tutors' work with teachers attending in-service courses and centres attention on their selection and on upgrading their work.

The quality and effectivenes of in-service education of educational personnel is directly dependent on the creative character of the process of in-service education of teachers and other educational personnel. At present institutes of in--service teacher education in the wholecountry are organizing the broadly based movement aimed at the implementation of the slogan: "Work with educational personnel - creatively". All forms of in-service teacher education are subordinated to the main task, namely to teach a creative understanding based on Marxist-Leninist theory of phenomena and processes which take place in the political, socio-economic and spiritual life of society, to suitably apply pedagogy, psychology and progressive pedagogical experience, to avoid stereotype and formalism, to develop creative initiative, the spirit of tenacity and the purposeful seeking of optimal solutions in concrete pedagogical situations.

The respective methodological documentation and material are provided for the further improvement of in-service education of educational personnel, for upgrading their theoretical and methodological knowledge and skills. These materials are diverse and reckon with all categories of personnel involved in in-service education as well as with various forms of such education. They mainly include standard thematic plans and curricula for courses for teachers, instructors, school administrators and staff of educational departments. Thus, for instance, the syllabi and curricula of study courses for teachers contain not only questions of subject-related theory and methodology but also such units as "Topical problems of Marxist-Leninist theory and policy of the Communist Party of the Soviet Union", "Questions of the theory and methodology of communist education of pupils", "Questions of the psychological and pedagogical training of teachers", "Questions of Marxist-Leninist aesthetics", "Topical questions of didactics". The curricula for school principals contain also such units as "Scientific foundations of the administration of the general educational school", "Psychological aspects of administration", "Demands of the pedagogical analysis of the state of instruction in the individual subjects", etc. Reference books which contain thematic plans and course curricula also contain pre-course and after-course tasks which help deepen and extend the knowledge of course attendees in a number of problem areas which have practical importance for their work. It is obvious that all course curricula are modified with regard to the concrete conditions of the in-service training of the respective category of educational personnel which is being trained.

Organizers of in-service training courses for educational personnel are greatly helped syllabi and curricula for various problem and creative seminars, for diverse types of instructional and educational work which are developed and published. This primarily includes the current problems of the theory and practice of communist education, the formation of the Marxist-Leninist world opinion, the psychology of instruction and education. Thereby, two years ago scientists of the Moscow State Lomonosov University prepared for publication a reference book of curricula for seminars which was published under the title "Philosophical problems of natural sciences". The model curricula help to enhance the philosophical, and methodological training of teachers and upgrades the theoretical and ideological level of their knowledge.

A lot of work is being done in the field of publishing methodological recommendations for tutors and methodologists of institutes for in-service teacher education as concerns the most complex aspects of the educational and instructional work of the school. The content of methodological recommendations as a whole integrates the latest achievements of psychology, didactics, the theory of education, school administration, clarifies progressive pedagogical experiences. This is of special importance in the present period when the Soviet educational system is in the process of introducting improved school curricula and text-books.

In my brief paper I could not clarify or even mention all problems and aspects which are typical of the current system of in-service education of teachers and educational personnel in the Soviet Union, a vast country with three million teachers.

The methodological institutions and institutes for in--service education guided by the decisions of the XXVIth Congress of the Communist Party of the Soviet Union concerning the further upgrading of the educational and instructional process in the school and the in-service education of educational personnel, the considerate approach to the teacher, have activated their work in the field of improving the specialized mastery of educational personnel in schools and in other educational installations. In this important work, we, the Soviet educationalists, are attentively studying the experiences of our friends, the educationalists of the socialist countries.

We are convinced that this international symposium will also serve this good cause.

BOHUMIL BLÍŽKOVSKÝ /ČSSR/

PROJECT OF QUALIFICATION CLASSES - A STIMULUS FOR IN-SERVICE EDUCATION AND FOR THE DEVELOPMENT OF CREATIVE FORCES OF EDUCATIONAL PERSONNEL

Categories and types of educational personnel which are required for the further development of the Czechoslovak educational system

On the basis of social and pedagogical analyses and forecasts we have attempted to establish categories and types of educational personnel required for the further development of the Czechoslovak educational system in the interest of society. The determination of these categories and types has pedagogical and socio-economic significance: it defines the societal need of educational personnel, is the precondition of the in-service education programme and increases its efficiency.

Proceeding from the main functions in the development of the educational system we may in the long-term perspective define four basic categories /I - IV/ and eleven types of educational personnel in different spheres of the educational system /1 - 11/.

I. School administrators

1. Senior staff members of the educational sector oriented to educational microcontrol, e. g., school heads.
2. Senior officials of the educational sector oriented to educational macrocontrol, e. g., heads of educational administrations of district and regional national committees, the school inspector.

II. Educational scientists, researchers and other highly qualified specialists in the educational sector

3. Faculty staff specialized in non-pedagogical disciplines.
4. Faculty staff specialized in pedagogical disciplines and other specialists in the pre-service and in-service education of educational personnel, the so-called "teacher educators" /adult education type/.
5. Researchers in the educational system.
6. Staff of educational and psychological guidance centres and of other highly qualified institutions, e. g., developers of object and diagnostic aids.

III. Teachers, instructors, tutors and other educators of children, youth and adults

7. Teachers.
8. Instructors.
9. Tutors and other adults educators.

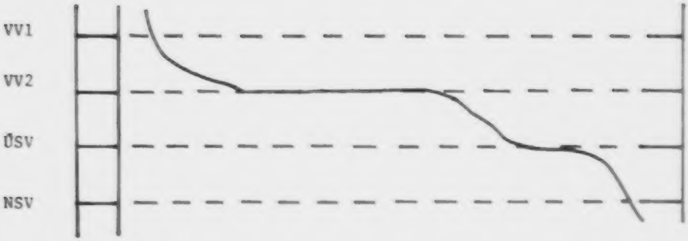
IV. Pedagogical instructors and assistants

10. Pedagogical instructors, e. g., for less complicated work training, for leading certain types of work in the field of interests activities, etc.

11. Pedagogical assistants, e. g., assistant of pedagogical instructor, laboratory worker, librarian, assistant instructor.

Purposeful cooperation and rational division of labour among the above categories of educational personnel is to help mainly the teachers and instructors, to contribute to allow this broadest and basic category of "frontline" educational personnel to concentrate forces on what is most difficult and most important in the system of education and instruction.

Current analyses of the specialized work of educational personnel have yielded the following hypoethetical curve which expresses the qualification demands on educational personnel:



VV1 = university and college graduates 1
VV2 = university and college graduates 2
ÚSV = secondary education with certificate of secondary education
NSV = secondary school education without certificate of secondary education

The education of children, youth and adults belongs among the most complex, most responsible and most highly qualified types of human work. The absolute majority of educational personnel must therefore be university or college graduates. The range of professional activities of educational personnel includes such activities for which the usual higher education does not suffice - this is because the said specialists must help teachers and other educational personnel in the VV2 category. The specialized work of educational personnel also includes the simplest types of activity, e. g., elementary forms of preparation, supervision and care, certain types of preparatory, auxiliary and administrative work, etc. If there is too much of such work and if such simple activities are necessary it is possible to include them in the duties of pedagogical instructors and assistants, i. e., the fourth category of educational personnel - secondary school graduates with or without certificate of secondary education. In this respect the cooperation is necessary of educational personnel of different categories and different qualification levels wherever such cooperation is pedagogically and economically purposeful. Scientific work in the educational system must also create conditions for the coordination of the work of specialists in different fields in the solution of practical and theoretical problems of education. The socialist society provides most teachers with the possibility of enrolling in higher education. It is necessary to create for all teachers and other workers in education conditions for a high level, effective and happy creative activity.

Proceeding from the analysis of the whole complex of types of specialized work of educational personnel we have attemped to develop the project of a unified system of qualification classes for educational personnel of all categories and types.

The principle of the unified wage scale /the unified qualification catalogue/ is implemented and has been proved for most socio-professional groups. In the Czechoslovak Socialist Republic there are nine categories for workers; economic, and technical personnel /graduates of universities, colleges, secondary schools and basic school leavers/ are divided into 17 categories with a differentiated system of wages. As concerns educational personnel there does not so far exist a system of unified wages and salaries according to a qualification rate.

Teachers and instructors have smaller scope of promotion /with salary increase/ on the basis of their work and initiative than do other specialists. Economic and technical personnel, workers in the health care system, etc., have a broader system of work functions, specializations, qualification classes, systems of premiums and wages. Promotion with salary increase has in the teaching profession so far been based:

- primarily on the number of years served /experiences gained/,
- on transfer to first or second category of educational personnel.

The possibility of active promotion with increased salary within one and the same pedagogical specialization, e. g., for teachers of elementary grades, does practically not exist although it is desirable. Present day practice in most cases shows that a rise in pay depends more on the length of service than on the teacher's work activity, iniciative, upgrading and creativity. Insufficient stimulation and gradation of individual specialized development of educational personnel in the course of four decades has proved to be a hindrance for in-service teacher education and specialized development, for raising the quality and effectiveness of the educational system as a whole. This is one of the causes why individual plans of the development of professional mastery are formal, that some, often outstanding educationalists take up other jobs outside of the educational system. From this point of view increased attention should be devoted to the positive experiences gained by the USSR with teachers' validations and interesting experience gained in the Bulgarian People's Republic and in the Romanian Socialist Republic with the introduction of qualification categories for educational personnel. For this reason we have, in the CSSR, developed a universal project of qualification classes for educational personnel which would stimulate in-service education throughout their whole serving life.

The fundamental unity of the educational system in an advanced socialist society beyond doubt places unified qualification demands on workers in education of all categories and sectors conceived such that:

- the further development and rise in quality and competence of the educational system should become the permanent interest of all educational personnel,
- the said qualification demands should motivate and stimulate in-service education, further education, specialized development, a rise in the quality of work and the development of the creative forces of educational personnel throughout the whole period of their professional activity,
- the said qualification demands should contribute to the scientific organization of the work of educational personnel, to the establishment of cooperation, and the adequate involvement and renumeration of educational personnel with lower, middle and higher education qualifications wherever this is pedagogically and economically effective,
- that promotion and pay rises should not only be based on the length of service but also on gained qualification, on the measure, quality and societal importance of their

work; the moral and material evaluation of the work of educational personnel should more explicitly appreciate the factors of the intensification and desirable specialized development of this personnel; decisive importance for awarding pay rises should be the upgrading of specialized work and results over the whole period of service;

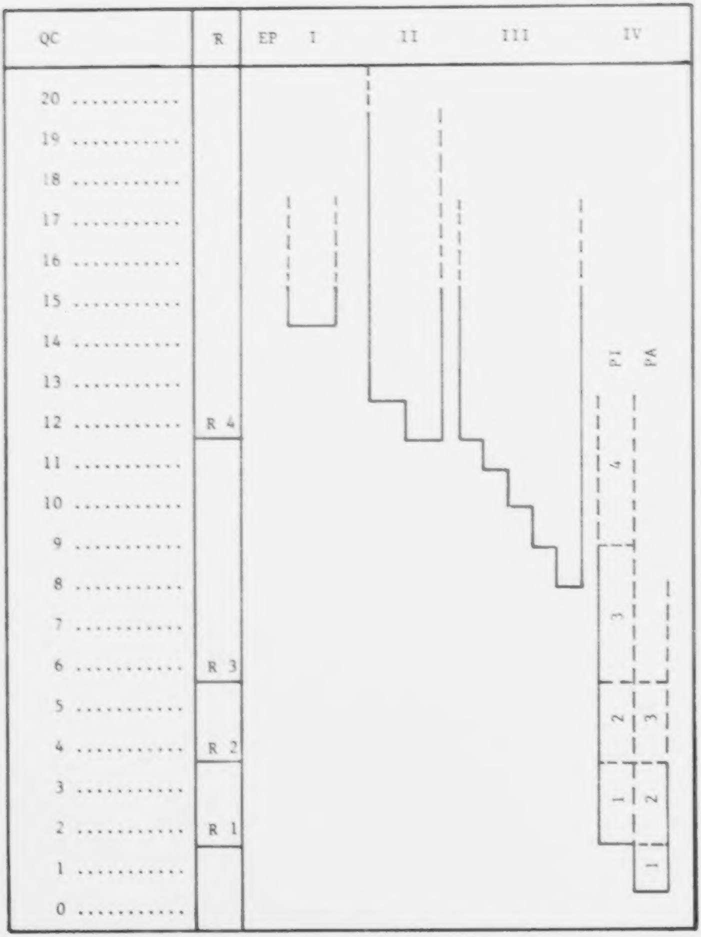
- that they should contribute to make educational professions more attractive and raise their social prestige,
- that they should allow the full-time and part-time qualified involvement of the pedagogical potential of specialists who are not working in the field of education, as well as other citizens, in the educational system,
- they should be sufficiently unified and differentiated, stable and flexible,
- that they should broaden the democratic character of the socialist educational system to also cover the qualification structure of educational personnel.

The draft of unified qualification classes of educational personnel of all categories and sectors roughly developed and designed in long-term perspective is shown in the following table:

The left column of the table contains twenty qualification classes of educational personnel. In the range of qualification classes 3 - 16 the differentiating characteristic is one year of organized and qualified pedagogical education. The difference between class 1 - 3 is smaller, the difference between classes 16 - 20 is bigger. A nursery school teacher with secondary education complete with a certificate of secondary education is classified into category 8. A graduate teacher /university or college graduate/, with basic practice, a teacher qualification is classified in category 13, a teacher educator at least in category 16, i. e., he must be a university or college graduate, with ten years of educational practice and a certificate of specific thirs level in-service education of educational personnel. The vertical division of the development of educational personnel to comply with the designed unified qualification scale increases the gradation of their promotion in dependence on the factors of the development of the personality, collective cooperation and the entire educational system. It provides every pedagogical profession and specialization - ranging from pedagogical assistance and instructors to university faculty staff - with at least three further levels of upgrading their qualification category following pre-service education and employment. This is implemented both by the deepending and gradation of speciali-

Table

Qualification classes of educational personnel



Legend:

QC - qualified categories
EP - educational personnel
R - requirements
PI - pedagogical instructors
PA - pedagogical assistants
20 - academician
19 - professor, doctor of sciences
18 - associate professor, candidate of sciences
17 - assistant professor
16 - higher education + in-service education of educational personnel of the third level
15 - higher education + in-service education of educational personnel of the second level
14 - higher education + in-service education of educational personnel of first level
13 - higher education: 8 semesters /10 semesters of distance course/
12 - higher education 6 semesters /8 semesters of distance course/
11 - incomplete higher education of 3rd level[+]
10 - incomplete higher education of 2nd level[+]
9 - incomplete higher education of 1st level[+]
8 - complete secondary education - teacher training college with certificate of secondary education
7 - complete secondary education with certificate of secondary education - pedagogical grammar school

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[+] intermediate link between higher and secondary education

6 - complete secondary education - grammar school, technical secondary school, secondary vocational school - with certificate of secondary education
5 - secondary education 3
4 - secondary education 2
3 - pedagogical courses 4 - 5/10
2 - pedagogical courses 1 - 3/10
1 - pedagogical courses 1 - 3/9

zations in the interest of attaining a higher level of pedagogical mastery and by extending the acquired and recognized specialization in compliance with the needs of the educational system and in accordance with the personal interest of the respective educator.

Middle column /designated "P"/ contains the four main levels of pedagogical qualification demands:

P 1 - pedagogical course, e. g., for directors of pioneer camps,

P 2 - secondary school education without certificate of secondary education, e. g., auxiliary pedagogical technologist,

P 3 - complete secondary education, e. g., with certificate of secondary education from secondary teacher training school,

P 4 - higher pedagogical education.

The right column shows the anticipated qualification range and distribution of the first, second, third and fourth categories of educational personnel. The lowest qualification demands are placed on pedagogical assistants and instructors, the highest on leading school administrators /minimally class 15/ and on the second category of educational personnel. Higher education /12 TK, P4/ is the minimal qualification demand on the teacher and on other creative organizers of the education of children, youth and adults. Only for part of the educational personnel in this category is complete secondary education still the temporary permissible minimum level of education, e. g., for some instructors in pre-school establishments and in the sphere of non--formal education.

The *specification* of the unified and internally *adequately differentiated system of qualification demands placed on educational personnel* is oriented to the quality and effectiveness of their activity, allows to define all aspects and aims of this activity with regard to the final target and anticipated results of the in-service education of educational personnel. In contradiction, however, some programmes of in-service education emphasise more the external organization of such education: the number of themes and instruction hours which the teacher has to attend, there is greater concern as to the presence of the attendee than as to the pedagogical outcome of the course. Interesting for the in-service education of educational personnel are discussions which are taking place in the USSR and are contred on "What the school principal should know and what kind of a person he should be". This symposium has already emphasised that the aims of in-service teacher education should not only be restricted to knowledge but that more important are desirable changes in professional relations and in skills. It is obvious that good results of educational work the decisive definitive indicator of quality and are effectiveness of in-service education of educational personnel.

Creative sequent distribution of qualification classes also contributes to the transformation of educational personnel into creative personalities. It has been proven that there is no more effective education than aware self-education, there is no more effective training than permanent self-instruction. The in-service education of educational personnel must become an area of the model implementation of the said facts and requirements. No socio-professional group in society has such subjective pre-requisites for self-education as do educationalists. The socially organized system of in-service education of educational personnel must stimulate this immense subjective potential and must develop all necessary objective conditions for its implementation.

The specification and gradual implementation of the said project of the qualification classes of educational personnel must create the decisive objective and subjective conditions for the in-service education and development of the creative forces of educational personnel in compliance with the needs of the advanced socialist society and in accordance with the personal wishes, abilities and talents of individual educators. The system of qualification classes represents a whole system of means for the desired stimulation of educational personnel - ranging from ideological and political and moral motivation to educational and legal norms, material stimuli and the establishment of the necessary living and working conditions. It is the expression of the dialectical unity of freedom and necessity, voluntariness and duty, conviction and enforcement. It provides for the dialectical linkage of societal, group and personal interests, social demand, and officially determined qualification standards with personal interest, initiative and effort for self--realization. The system of qualification classes attaches primary importance to the positive stimulation and orientation of the development of aware pedagogical creation without underestimating the results of formal education, inspection, supervision and possible sanctions. It uses the combination of attractive prospects and the creation of conditions for self-realization. The unified system of qualification classes allows for the control of the process of specialized development of educational personnel through the stimulation of their creative self-realization and autoregulation.

A purposefully built system of qualified demands on educational personnel may thus become a major contribution to the implementation of the postulate inspired by the well-known statement of Academician Keldysh: "Insofar as in an advanced socialist society technology must proceed ahead of production, science ahead of technology and education ahead of science, the education of educational personnel must proceed ahead of the education of our people".

VĚRA BOKOROVÁ /CSSR/

THE CONCEPT OF THE PROFESSIONAL ROLE OF THE TEACHER IN THE CONDITIONS OF A TECHNICALLY ADVANCED SOCIALIST SOCIETY

The building of a socialist society places on man and his abilities high and in many respects untraditional demands. The fulfilment of these demands cannot be put off because the role of the subjective human factor has increased to such an level as to become the key element and thereby the potential limit of further social development. In the given stage of the development of our society it is one of the decisive sources of the dynamics of the growth of the production base. The dialectics of the objective and the subjective in social changes thereby comes to the fore of attention and with it the problems of man. The field of education belongs among the most important spheres which theoretically and practically contribute to the solution of this problem area. It deals with the formation of the personality of man and his conscious, i. e., the highest elements of the control of human behaviour. The responsibility which society assigns to educational tasks as well as their urgency is manifest in the purposeful effort of our central authorities for improving our educational system by the development and introduction of the new educational concept. The new concept must promote better training for the fulfilment of high demands placed on the human subject in the conditions of the scientific and technical revolution which is linked with the deepening democratization of the socialist society. This means to prepare man for active participation in the leadership, control and management of society. Such training cannot be restricted to the system of knowledge and skills but must be aimed at the establishment of such complex qualities of the personality as is ideological and moral awareness, pro--social motivational orientation and social responsibility, effective aware auto-regulation and creativity. The necessity of forming these qualities in socialist man was stressed by the XVth and XVIth congresses of the Communist Party of Czechoslovakia. The new concept of the educational system attaches special importance to the educational formative element and its effectiveness.

The implementation of the newly set tasks requires the creation of adequate, complex conditions and pre-requisites. The characteristics of this set of concrete conditions and pre-requisites will be accurately clarified by a practical research project which is being implemented during the realization of the new concept. At present we are only able to present one pre-requisite which appears to us to be substantial - this on the basis of theoretical and experimental research which we have carried out so far, namely the development of a clear concept of the professional role of the teacher in the given social conditions.

In the educational system the teacher is the central element of educational impact. He remains such despite the availability of advanced instruments, educational media and programming - in the given environment technical equipment cannot replace the human subject. It may even be said that with regard to the difficulty of educational tasks set to the school by the advanced socialist society, the importance of the teacher's role will increase even further. The process of the socialization of the personality is the central moment of which are focused all educational demands.

This process cannot be materialized without real social relations and interpersonal impact. The systematic flow of social interactions between the teacher and the pupils, as well as the social system of every concrete school as a whole thereby form the important basis for the educational and formative impact of the school. The indispensability of this social basis which so far has by far not been used to the full is underpinned by other circumstances. Primarily by that unhappy fact that the family as the traditionally most important socialization factor is at present weakened and the fulfilment of its socialization role is not satisfactory. The number of families which are disturbed and disintegrating is growing and family life is changing even in healthy families - this to a certain extent owing to advancing technical civilization. To many children home does not provide sufficient social contact, their need for a warm personal relationship with adults which is no less important than good material provision, remains unsatisfied, their communication experience and abilities are poor. It should also be taken into account that the space allowing the socialization maturing of the personality has generally been narrowed by the considerable technicalization of human activity. Technical rationality, the organized fashion and haste of our time give social interactions a strictly factual, object nature and thereby dehumanize them in a certain sense. This depersonalization then easily generalizes and penetrates those areas of social contacts which it should leave intact. The said aspects of our reality necessitate compensation by healthy balancing. This means that it is necessary to intensify or better to improve socialization stimuli wherever possible. In this sense the school becomes one of the main instruments for the development of social feeling and social structures in the manifestations of man's personality. The school should therefore remain a place of undisturbed, profoundly human social relations and should serve the individual as a model and evaluation criterion for interpersonal relations and for own social behaviour of each individual.

It is evident from what has been said that changes in the social macrosystem modify the determining relations and thereby inevitably also the functions of the subsystems which form it. In our case this process results in a sharp rise of demands placed on the socialization function of the school which in turn inevitably changes the professional role of the teacher. It evidently does not suffice to form in pupils knowledge of the subject matter and the related skills. It is necessary that the teacher should become an active creative subject of the socialization impact on the pupil, that he should become subject aware of the importance and responsibility of his work realizing the social quality of his pupil's personality, a subject who is able to view his own pedagogical activity in a broader social context and disposes of indispensable knowledge and skills for the socialization stimulation of his pupils. The improvement of the socialization function of the school logically requires that the teacher should be a socially fully mature and competent personality, a personality capable of adequate social perception and emphathy whose motivation is oriented to social values, a personality which has the knowledge of the main principles and mechanisms of the process of the socialization of the human individual and masters the necessary social skills. The failure to create the said preconditions is bound to result in a paradoxical deepening of the discrepancy between the demands placed by society on the process of socialization on the one hand and the possibilities of their real satisfaction on the other.

Socialization is not, however, the only task which is set to the socialist school with unprecedented urgency. With the advance of science and technology grow the demands placed on the regulative abilities of man. He should be able to master and control the products of his transformative activities and the complexly structured society which he has established. Otherwise, the results of his activities would not only not contribute to improve the way of life but would deteriorate life and could become a threat for man. In the conditions of a socialist society demands on the regulative abilities of man come to the fore very explicitly. The control of social processes gains new qualities, becomes aware, planned and requires the broadest possible cooperation of fellow citizens. Each of us must become the co-author of history and social progress to a fuller extent than any time in the past and thereby bears greater responsibility for the flourishing of our society. The control of social processes also requires the self-control of man, of which aware human auto-regulation is indispensable part. It is therefore an important educational task of the socialist school to develop the autoregulation abilities of the pupil's personality. Aware activities, linked with instruction, create a wide range of suitable opportunities for such education. They should be used with greater consistency and efficiency in order to create the pre-requisites for the effective aware autoregulation of the individual and the collective. The activity and the level of stimulation of pupils has been accentuated and evident success has been achieved in this area. However, one cannot be satisfied and stop at what has been achieved. Activating stimulation so far has a basically didactic orientation which is insufficient. Activation in itself without regard to the evaluating context and appropriate self-control, namely when it is attributed autonomous value, may lead to undesirable consequences, namely the neuropsychic overloading, always to the inefficient waste of life energy. Aware psychic autoregulation requires self--knowing and self-control for whose development the hitherto used methodological repertory and psychological training of teachers does not appear adequate. It should also emphasised that this educational task requires from the teacher more than merely specialized knowledge and skills, it namely an adequately high level of development of the teacher's own personality, this primarily because the control of such subtle psychic processes as aware auto-regulation can only be achieved on condition that the teacher is able to lean on his own inner experiences concerning auto-regulation and the control of their mechanisms, second because in the formation of auto--regulation abilities social learning in which social imitation and identification with the social model play a very important role is very important. In this respect the teacher must be a model for his pupil, this all the more because it is a societal necessity. From this follow demands on the formal and non-formal education of teachers - neither the one nor the other should be limited to education but should into involve formative influence on the teacher's personality applying various methodological forms, including psychological training.

On the above examples of educational asks we have attempted to show the existence and dynamics of dialectical systems relations between the social macrostructure and the sector of education as part of this macrostructure. This also clarifies the need of applying the complex systems approach to the solution of educational problems. We believe that the above analysis also justifies our putting the question of the function of the school in an advanced socialist society and in this context the concept of the role of the teacher and possible ways of restructuring this role.

A clear conceptual determination of this professional role must be manifested as being very useful in many ways: primarily as an instrument and integral component of the planned control of our society, which especially in the current stage is being ranked as the most important target. The theoretical development of the concept of the professional role of the teacher, which has immense social importance, fully complies with the principles and methods of societal control. The conceptual determination of the professional role of the teacher may be used as a valuable regulator for providing pre-service education or in the process of selecting student teachers. In such case it fulfils the function of a target model which is indispensable in the control of the educational process, namely in creating conditions for its successful course and effectiveness, in setting concrete work demands, in the choice of instructions and motivation. This model has special urgency for the control and evaluation of the work of teachers and of the quality of school administration. The suggested application concerns various levels of administration at all school levels. The concept of the professional role of the teacher may also serve as a regulator for in-service education /post-graduate/ and for the development of the teacher's personality in his work, i. e., in his pedagogical activity. And last but not least, the concept which has been developed of the professional role of the teacher may serve as a regulator for the teacher himself, for his self-control and own development. The interiorization of the socially accepted model of the teacher's own professional activity and the requirements associated with it which are placed on the personality of him who implements this model, are important factors of the psychic regulation of the teacher's personality. It may serve not only as an effective factor of cognitive regulation but also as a factor of motivation. For this reason the target moment affects the formation of the ideal image of oneself and helps its socially desirable specification. It also arouses the respective resolutions and efforts for self-formation in the sense of the prospect defined by the model. /It is obvious that these functions are only fully manifested on condition that they are promoted by adequate objective circumstances./ Practical research which we have carried out with basic school teachers and empirical studies have shown that the auto-regulative element is neither sufficiently represented nor sufficiently implemented in the teachers because work it has not assumed explicit form even in the conscious of the teachers themselves, of the general public or in ethical norms. The studies showed that the target control of educational activities is not fully harmonized with educational targets and that the system of targets is in itself not adequately developed. Partial targets are often mistaken for the final goals and means or the means are mistaken for the final goal. Thus, for instance, the pupil's knowledge or a satisfactory level of the pupil's activity during lessons are accepted as a sufficient outcome of the teacher's impact on the pupils. The pupil's personality is often not considered as being an integrated structure of specific qualities, nor is the pupil's social position in the class and in other social units taken into account. This is testifies to the insufficient psychological training of teachers and the objective lack of time large volume and complexity of work load which prevent the teacher from dealing with such aspects of his pupils. In most teachers all this results in a one-sided didactic orientation which contradicts the high demands placed on the educational and formative function of the school.

The development of a clearcut concept of the professional role of the teacher is in itself a very complicated task which requires inter-disciplinary, coordinated work founded not only on theoretical analyses but also on the secondary analysis of various investigations and on concrete research carried out in the school in the process of the implementation of the new concept of education. The task by far does not consist merely in the description of the real activities of the teachers or in the development of a professiogram of the teaching profession. We are concerned here with the basic definition of educational goals which are indispensable for society and which comply with the prospects of its development. The said prospective targets and a definition of the possibilities and tasks of the school in the process of their implementation are the sole basic for establishing the function of the teacher and for compiling standards ruling this function. The concept should thus set the most general goals relating to the model, should clarify their significance and organically interlink them with the social standards of the professional role of the teacher as well as with the analysis of pre-requisites which are indispensable for the fulfilment of these goals. Any specific professiogram of the teaching profession must observe the variability of concrete forms and contents of the teacher's work in schools of different types and levels. We believe that to specify the profession of the teacher in basic school which is strategically most important for the formation of the personality of the pupil is the most important part of this work.

H. VORLÍČEK /CSSR/

IMPROVEMENT OF INITIAL PEDAGOGICAL TRAINING OF TEACHERS OF GENERAL EDUCATION SUBJECTS

Students who enrolled in the school-year 1977/78 and studied according to the new syllabi and curricula of the pedagogical cycle graduated in the school-year 1981/82. We shall therefore attempt to briefly analyse these valid documents and to outline the possibilities of the further improvement of the syllabi and curricula of teacher education courses.

Initial pedagogical training is implemented in theoretical subjects and in initial and educational practice /see Table 1/. The curriculum sets the objectives of the individual subjects. No objectives are set for the subjects of the pedagogical cycle and this leads to the disintegration of the pedagogical training of student teachers.

Partial objectives of instruction formulated in the curricula are at present all fixed at one and the same level of importance, i. e., there is no hierarchy. Many formulations presented under the title: "Mission and Main Goals of Subject" say nothing of the anticipated changes in the student

Table 1

Syllabus of Pedagogy

Name of subject	Year, Semester									
	I		II		III		IV		V	
	1	2	3	4	5	6	7	8	9	10
General and comparative pedagogy	1/0	1/0 exam								
Didactics			1/1	1/1 exam						
Theory of formal and non-formal education					2/2 exam					
Administration in the field of education									1/0 exam	
History of the school and of education									2/0	
Theory and practice of communist education									2/0	2/0
Initial practice	1 week									
Educational practice					2 weeks		1 week			

but point to the intended activity of the teacher. Thus, for instance, the curricula of the subject: "General and comparative pedagogy" provide: "It is the aim of these lectures to acquaint the students with the main nations of Marxist pedagogy ... the to allow them to become acquainted with the methods of scientific research in the field of the science of education ..." We could similarly cite the curricula of the subject: "Didactics" and of other subjects.

Theoretical instruction is implemented in sic study subjects which are obligatory for all students - they are not elective. Such a number of subjects in the pedagogical cycle is unprecedented in Czechoslovak education. The incorporation of the said subjects in the curriculum and their sequence have not been successfully designed. In the fifth semester the study of pedagogy is terminated with the subject: "Theory of formal and non-formal education". In the 6th-8th semesters pedagog, with the exception of one week practice teaching is not included in the curriculum. In the ninth semester when the curriculum includes an eight week spell of active educational practice, it also includes three subjects taught for seven weeks in the range of five hours weekly.

It is evident from the above facts that pedagogical training in Czechoslovakia differs considerably from the structure of instruction in pedagogy in the education of teachers of general education subjects in the USSR and in the GDR.

In the USSR the following subjects comprise the basis of pedagogical training: "Introduction into the teacher's specialization", "Pedagogy", "History of Pedagogy".

In the GDR, syllabi published in 1982 which are the basis of theoretical pedagogical training, provide that the following four subjects form the basis of pedagogical training of teachers: "History of pedagogy", Foundations of pedagogy", "Theory of pedagogy", and "Didactics".

Students of Czechoslovak colleges of higher education and of university faculties training for the teaching profession become acquainted with pedagogical disciplines mainly in lectures. In this sense the situation of pedagogy is different in the negative sense from the structure of instruction in Marxism-Leninism and from instruction in subject teaching /didactics and methodology of subjects/ and is also built in a less acceptable manner than is the instruction in analogical subjects in the USSR and in the GDR.

The importance of follow-up in instruction is also emphasised in the document "Further development of the Czechoslovak Educational System". Instruction in pedagogy, psychology and marginal subjects must have continuity and must form the theoretical basis of the study of subject-teaching, of practice teaching and of other forms of practice. The analysis of syllabi and curricula has, however, shown that the interlinkage between subjects must be strengthened considerably. Let us present at least one possibility of coordinating the syllabi. The in-depth understanding of the problems of moral and aesthetic education in the study of the subject: "Theory of formal and non-formal education" in the fifth semester would be enhanced by providing the students with an orientation in Marxist ethic and aesthetics. The problems of these components of education are also dealt with in instruction in subject-teaching /didactics and methodology/ in the sixth - eight semesters. The subject Marxist--Leninist Ethic and Aesthetics has, however, been incorporated in the ninth semester. The question arises whether it would not be possible to modify the structure of instruction in subjects of Marxism-Leninism in harmony with the indicated linkages.

The specification of objectives of instruction is the prerequisite for in-depth evaluation of the results of pedagogical training of students of colleges and university faculties training for the teaching profession. The specification of the system of objectives of this component of teacher training will make it possible to overcome the present situation under which the reproduction of knowledge is the main object of evaluation. This mainly because the State Final Examination authorizes the graduate to perform the teaching profession. He who wishes to become a teacher should prove that he is able to use pedagogical theory and his university qualification for solving practical educational and instructional tasks. From this follows the necessity of specifying the State Final Examination and its place in teacher training, including the State Final Examination in Pedagogy.

Conclusion

The historical comparative analysis of pedagogical documents, the comparison of these documents with similar documents in the USSR and in the GDR, the analysis of views expressed by respondents from the ranks of university teachers of pedagogy, the results obtained from an inquiry implemented using mathematical methods, as well as the results of observation and the analysis of instruction in pedagogy have shown that the following problem areas will have to be studied in the development and improvement of the present project of pedagogic instruction:

1. To specify the profile of the graduate of pedagogical training as well as the components of allround training for the teaching profession, i. e., to specify the profile of pedagogical qualification and of other aspects of the teaching profession which the student should acquire during his training for the profession - to specify these requirements in the system of objectives of pedagogical training.
2. To specify the system of subjects taught within the framework of instruction in pedagogy and concept of these subjects, mainly the ratio between lectures and other forms of instruction.
3. To determine the ratio of pedagogical training and other subjects which are part of the general training for the teaching profession, part of ideological and political training and part of subject training.
4. To establish an adequate method of the evaluation of achieved results.

It will be necessary to develop such a model of instruction in pedagogy which will, in the spirit and sense of the

"Document on the Further Development of the Czechoslovak Educational System" contribute towards clarifying the problems of educational activity, will train and motivate students to develop this activity. We can assume that an integrated course in pedagogy, internally structured with regard to the needs of future teachers, together with the subject "History of Pedagogy, the optional pedagogy seminar in the senior year of study and adequate practice will make it possible to make an in-depth specification of the system of objectives of pedagogical training.

Any project of pedagogical training must take into consideration the latest knowledge and methods of pedagogical theory, which are applied, often with greater thoroughness and flexibility, in the compilation of similar documents for other subjects in higher education and in basic and secondary education.

Theoreticians and practitioners of pedagogical training are studying analogical problems in the other socialist countries. Cooperation among specialists in this field could also contribute to specify the present problems and their further solution. The didactic system of pedagogy may only be improved by developing a general system of teacher training.

EVA VYSKOČILOVÁ /CSSR/

PEDAGOGICAL BEHAVIOUR AS FORMED BEHAVIOUR ART AND THE MAN WHO CAN

To communicate anything and to understand one another is much easier if you know what you are talking about and if the matter may be demonstrated or imaged. However, an object can only be demonstrated or imaged if the disseminator the information knows how to do it.

Insofar as we have conceded that the ART of education may be conceived as LANGUAGE then it will be possible to conceded that the same laws apply to this instruction as to instruction in languages. /J. B. Carrol/. This means that this art consists of three layers of ORIENTATION of the student which are transformed into the ORIENTATION of the teacher:

1. basic orientation of the pupil to the subject matter,
2. pedagogical thinking, orientation, the ability to resolve educational situations,
3. the ability to cope with the individual aspects of the art /articulation, caligraphy, concrete and targetted speech, the ability to address the individual pupil and the whole class, etc./.

It is evident that we are concerned with art because it is harmonious, it impresses the pupil, tunes him it, resounds, it may be expressed as the ability to comprehensively communicate and to comprehend communication; comprehensive not only in the sense of correct articulation but also in that the communication takes into account the listener, the level of his development, his way of thinking and behaviour. Comprehensive in that the speaker defends his view without changing it, that he is credible in his attitudes.

The profession of the physician, the economist, the lawyer and especially of the educationalist place codified, institutionalized demands on the ability of social communication.

The art of social communication has to be learned. Mere observation leads to mere and simple imitation. Social communication is so complex that it may only be achieved by long training and build-up.

The art of social communicativeness is manifested in individual abilities, such as the ability to write on the blackboard, etc. It depends on the ability to understand what "the other person" is doing under the circumstances. And last but not least, next to the said determining factors there always is broad space in the social situation for decision-making from the part of him who controls the situation.

We had the opportunity to study this problem area during a long-term experiment in the field of teacher training, for which the most difficult factor was to determine the achieved level of abilities and to determine the individual prospects of the student teacher.

The practical activity of the student and its results, contact established with the pupil through the subject matter proved to be the touchstone of the student's abilities. The development of training situations was concentrated on selecting such themes which would proceed from the way of thinking and the experiences of the pupil. Students learned to anticipate in direct contact with the pupils the character of the latters' way of thinking. Thus, for instance, for promoting an understanding of historical situation in pupils of the second grade of basic school their ability should be used of understanding such time stretches as are days, weeks, months, etc. Historical time is a time which proceeds from an unknown start /the past/ to an unknown future, in which man participantes and is also a spectator. The experiment showed that the criteria for understanding a historical period of time are:

1. to distinguish different time points to make it evident that they are more designation serving to find an orientation in the flow of time;
2. among these indicator points to distinguish related points /today, yesterday, tomorrow/ and designating points /Monday, Tuesday, Spring, Summer, etc. .../;
3. to coordinate the related and designating points.

The sources centre headed by Alois Sedel, Eng., prepared a parallel simultaneous videorecording where one camera continuously took pupils, while the other was continuously filming the student teacher.

The centre also made a recording of sound signals for the videorecording. The signals were divided into 30 sec intervals.

The criterion of the student's achievement was the measure of interest and the involvement of the pupil's thinking. The pupils' every "oh, I see" signalizes the teacher's "excellent" ability, his art to stimulate the pupil's independent thinking in the process of acquiring the subject matter.

A problem in itself is the degree to which the teacher masters communicative technique in his work with the whole class. Here he may be aided by videotechnology. But the teacher's orientation to stimulating the interest of the whole class should not be restricted to the teacher's reflection, i. e., to microteaching.

These criteria cannot be given merely by the general language standards - the norms of rhetoric or by the generally accepted pedagogical principles. So far the only available means for evaluating the teacher's communicative art is the interest of the pupil in the teacher's communication, in the content of the subject matter.

In the course of the experiment we observed involvement - this was done by specially trained observers. Each of them followed one pupil on the videotape and in a form he entered his evaluation of the pupils' involvement; mark 5 showed involvement the mark 1 lack of interest. That pupil was considered involved who calmly sat in his seat and showed lively response to the pupil's behaviour. All marks entered by the observer were plotted in a graph. Every curve of the graph indicates the course of the involvement of one pupil while he was listening to one fairy tale.

In order to obtain information on the general involvement of the class the observers added up the marks given for the involvement of each pupil. The obtained joint curve objectively showed places with high and low involvement of the class.

In order to find out which fairy tales drew greatest interest from the whole class we calculated the average values of the pupils' interest in individual episodes of the fairy tale. In order to classify the fairy tales by the measure of involvement of the class we calculated the average value of involvement in all fairy tales which proved to be rather low /12.5/.

The correctness of the implemented method was tried in a comparison made of the graphic representation and the videorecording of students telling the tales. The graph served to pintpoint those places in the videorecording which showed increased involvement of pupils.

The parallel recording which depicted the students proved that the pupils' behaviour reflects the behaviour of the student teacher.

The experiment and the videorecording were used to find that the involvement and thereby the quality of the student's communication depends of on the student's mental image of what he is presenting. A concrete mental image influences his general behaviour, is reflected in the posture of his whole body.

Insomuch as the student is only reproducing the fairy tale from memory without reproducing any images he is not able to arouse any mental images in his pupils.

The videorecording showed that teacher's ability to evoke the mental image in his pupils is manifested in his verbal presentation.

It was found that a relaxed and balanced body conditions the mental image. The stabilized trunk enhances the alertness and communicativeness of the smaller parts of the body. The mimic of the face and the gesticulation of hands, arms, legs and feet is softened. One mental image arouses another.

This physical and mental alertness and flexibility may subsequently be rendered difficult by increased inner tension and agitation which causes unnatural tension of the body trunk and limits the expressional possibilities of the peripheral parts of the body.

During the presentations students several times lost and recaptured their idea of the tale which they were telling. When they were losing their idea, the thread of action was disturbed and verbal and non-verbal expression marred. The line of thought can be broken not only owing to inadequate imagination but also as a result of an accidental error in movement or expression.

The videorecordings showed that errors in verbal presentation do not matter. Speech flows smoothly to that moment when it is affected by basic factors such as hesitation and fear. 90 % of the monitored group showed rigidness and tension. The weight of the whole body is transfered to one foot - this in an inactive position, on the heel, the student uses one hand to lean against the table, the other hand is rigidly pressed to the body. Considering the fact that the feeling of fear is mostly perceived in the area of the chest and abdomen the importance of stabilizing and controlling the body trunk for relaxing the arms, neck, forehead and face can easily be understood.

In most cases beginning teachers are subjectively satisfied with their presentation. They do not see the implications of the videorecording of the pupil's behaviour their presentation of the fairy tale. They do not put the blame for the pupils' lack of interest on themselves but try to seek an explanation in the children's distractedness, the fact that the fairy tale they were recounting was first, or last, that the children has known the fairy tale they were being told in the first place, etc.

When we studied the curve which on the graph showed the pupils' involvement during the entire recording we found that the sequence of fairy tales had no influence on the level of the children's interest and that their concentration showed no significant decrease during the last fairy tales.

The graph of average values of the children's interest during all first, second, third, etc., fairy tales demonstrated that the total involvement of pupils during the first 90 seconds was above average, from the third to the eight intervals, i. e., from the following 30 secs - 1 min 30 secs are the most critical, i. e., attention declines most while in the next intervals attention and involvement rise considerably.

This showed that involvement does not decrease with time during long recounting. The average value of the pupils' involvement in known fairy tales, such as "Cinderella", "The Magic Pot" was 12.6. This value is represented by a full line. The average value of involvement in less known fairy tales, such as the "Wise fly", "Elephants and mice" was 12.8. This value is represented by a hatched line.

The total results of the analysis of videorecordings showed that the pupils' interest is most effected by the interest of the teacher in the subject of the communication, which is not only the subject of the verbal communication but also of the teacher's overall behaviour.

The teacher's behaviour follows from his deeper involvement in the matter to which pupils respond more sensitively than to words. The credibility of the teacher is not without importance - it is the basic condition of the teacher's impact on the pupil. One can hardly conceive that the teacher could teach his pupils anything merely by mastering the technique of rhetoric. He will need a whole system of specially selected tasks in which his thinking will be linked with his behaviour.

ZDENĚK HELUS /CSSR/

SOME PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF IN-SERVICE TEACHER EDUCATION

The rising endeavour for improving the educational system has in recent years been a significant characteristic of the policy of communist parties in the socialist countries. This policy reflects the urgent demand that the complex of changes which characterize the building of advanced socialism should be transformed into an effective factor of the formation of a new man, one that is motivated, able to actively participate in the planning and control of these changes as their creative subject, one who assumes moral and political responsibility for their implementation. From this point of view the improvement of the educational system is one of the most important and most complex tasks. Its fulfilment comprises allround care of the socialist teacher, in order to make him capable of implementing the ontogenetic principle of the formation of the new man, to solve educational situations which arise in immediate contant with pupils. The teacher must be able to control processes which take place in the collective organism of the school class. All directives contained in educational documents, all set educational goals, all results of pedagogical and psychological sciences, subject matter, etc., are only fully implemented through the contact of concrete teachers with concrete pupils, in the specific conditions of concrete school class. And it is there that the qualifications of the teacher are tried, it is there that the teacher, and nobody else, must demonstrate his educational abilities consisting in the ability and skill to endorse the birth of a new person - the socialist personality: and all this facing the individualities of a concrete school collective.

Party and state documents which define the main aspects of the endeavour of the whole society in the socialist countries for improving the educational system, traditionally proceed from the principle of the leading role of the teacher. They do, however, stress the gradual transformation of the teacher's situation, mainly with regard to enhancing the development of those qualities of his personality which are fundamental for man in his capacity as a responsible and creatively productive subject of societal processes. The document of the "Further Development of the Czechoslovak Educational System" in this speaks of "increasing the role of the pupil". This means that it is necessary to intensify our approach to the process of education with regard to the conditions and laws of the joint activity, interaction and cooperation between pupils and teachers.

This will obviously place new demands on the specialised qualifications of teachers. These demands will most probably centred on making the socialist teacher motivated and capable of controlling to a greater extent the educational process in the classrom, able to form autoregulative abilities and motivations in his pupils - both in individuals and in the class as a group. The leading role of the teacher will not be lost but will gain a somewhat different character. It will be implemented not only in form of direct control but gradually, with the rising age of the pupils, it will more evidently become control through autoregulation, aroused in the pupils. This is manifested both in the sphere of teaching and, endorsed by teaching, in the broad range of activities which form the pupil's personality.

The teacher's endeavour to lay the foundations to the pupil's need and ability of autoregulation as an important pre-requisite of his creatively active and responsible attitude to the requirements of the socialist school must primarily find its expression in the organization of the primary activity of pupils, namely in learning and in the solution of related problems. It is indispensable that these activities should bear the following characteristics:

1. The first characteristic is given by the fact that it is necessary that the pupil should become acquainted with the importance of the role of the school in general and with the concrete instructional and educational programme in particular and that he should uncover the importance of this role for the plan of his own development, self--formation, self-realization.
2. The pupil should realize the difficulties which arise in the fulfilment of this role and that he should initiatively uncover the possibilities and reserves which exist for overcoming these difficulties, namely:
   a/ in his own personality /dilligent preparation, self--education, the development of his own personality, increased effort/,
   b/ in the social sphere /the use of cooperative relations with the teacher with the aim of own development, the develop of cooperation with classmates, etc./,
   c/ in the sphere of cultural and material conditions /the use of the literature, technical aids, etc./.
3. The third characteristic is given by the actual learning activity of the pupil which on the one hand makes use of the learning achievements of classmates - the pupil will

thus realize his social abilities and this will have positive impact on the classmates and on the whole class.

A teacher capable of organizing the learning activities of pupils in such a manner as to meet all the above requirements is substantially strengthening the unity of education and rearing through the process of instruction. Instruction is a process explicitly characterized as the forming of the pupils' personality, pupils are transformed into subjects of the instructional and educational processes. On the other hand the value of instruction for forming the pupils' personality is reduced and the process of forming the pupil as a subject of the instructional and educational process is gravely disturbed when:

1. the social importance of set tasks are detached from their meaning for the personality of the pupil. Such a situation arises in pupils with a weakly developed motivation and a low level of higher needs and interests, limited cultural imaginativeness, etc.;
2. the pupil has difficulties in solving tasks which are inadequately difficult, are beyond him. Such a situation will, for instance, arise in pupils who fear to make mistakes, who doubt their abilities, who have become used to failure, etc.;

3. the problem is being solved in isolation from a certain social context, from relations with classmates who are also interested in the solution of the same problem, work jointly, are interested in one another, when solution becomes a purely personal matter, has no connection with the interests and needs of anyone else around. Such a situation is common in pupils who are isolated from the rest of the class, are egoistically tuned, etc.

The analysis of everyday instructional and educational practice, alas, shows serious shortcomings in the organization of the learning activity of pupils, namely as concerns the impact of this activity on the forming of the personality. This is mainly caused by the fact that teachers are not prepared to counter mechanisms by which their interactions with pupils will follow the conventional well-worn routine, mechanismus which do not allow the role of the pupil to increase to become the role of the subject of the instructional and educational process, the role of a subject who feels his responsibility for this process and partakes of its formation.

Let us mention one such mechanism. It can be described as a mechanism which deactivates the teacher's interpretation of the pupil, stemming from the generally human tendency to consider certain causes as being the results of human activity and to approach the respective people accordingly. This tendency is strengthened especially in such situations when the evaluation of people is to a considerable extent given by normative aspects, when the necessity arises to take a certain attitude to their achievements and failures. So in the school. The multiform complex of factors which affect the achievement or failure of the pupil may basically be divided into external causes /the complexity of the task, the simplicity of the task, good or bad luck, etc./ and internal causes /ability, or incompetence, dilligence, laziness, etc./. By applying another criterion we could clasify the same factors into relatively permanent /ability, incompetence, the complexity or easiness of the task, etc./ and variable /dilligence, laziness, good or bad luck/. The teacher's interpretation of pupils by which he attributes certain causes to their actions results in the socalled causal auto-interpretation of the pupil himself. In other words the pupil implicitly, unawares, learns to interpret himself, accepting the teacher's evaluation, evaluating the causes of his own achievements and failures accordingly. There thus exists a certain interaction given by the fact that the teacher's view serves as a regulator of his attitude to this pupil.

And this attitude will certainly be reflected in the pupil's view of himself, again with consequences for the autoregulation of his attitudes, relations and actions. Thus are established links in a chain given by the causal interpretation of the pupil from the part of the teacher and the ensuing attitude of the teacher to the pupil with the related autointerpretation of the pupil. On this depends the pupil's subsequent activity or deactivation the impression which the pupil makes on the teacher, etc.

We believe that the important conclusion here is that in some pupils there is the danger of defensive causal interpretations and autointerpretations of oneself being formed. These defensive mechanisms consist in that failure is primarily attributed to permanent factors /"to learn is difficult, it is beyond me, I have no capability to learn ..."/ while achievement is explained by external factors /"the task was easy and I was simply lucky"/. In such event failure leads to resignation, endorses the conviction of one's own incompetence. And achievement is accepted as something which has no connection with one's own ability, something that is perceived as as result of the coincidence of external factors with which one has nothing in common. In other pupils there develops what is described as offensive causal interpretation and autointerpretation which consists in that the individual attributes his achievements to internal factors, to himself, his abilities, dilligence, etc., while attributing his failures to variable factors such as the immediate lack of dilligence or meticulousness, coincidence, etc. In such pupils achievement leads to the enhancement of healthy selfesteem and the feeling of one's competence while failure is not demoralizing but stimulating. The conclusion is evident: two pupil's offensive or defensive causal interpretations are related to activation or deactivation - the positive or negative determinants of the pupil's attitude to given tasks, and are therefore evidently reflected in the pupil's achievements and failures.

Empirical research carried out within the State plan of basic research helped us to uncover certain sources of the teachers' tendencies to take offensive or defensive causal interpretation attitudes to some pupils, with grave consequences for the pupils' achievement in the school, for their attitude to teachers and to the subject matter and for the formation of their personality. It has been proved that there exists a wide range of such mechanisms whose importance should not be underestimated in the initial training of teachers.

Allow me in conclusion to sum up the main points of my communication by saying that the socialist school is entering that stage in its development when the demand to stimulate the pupil's activity as the activity of the subject most actively partaking of the formation of the actual process of his instruction and education will be deepened and specified. The demand contains the specifically determined broader social demand for the formation of a new man of the epoch of advanced socialism which in turn requires new demands to be placed on teacher training.

ZDENA JESENSKÁ /CSSR/

SOME ASPECTS OF PROJECTING AND IMPLEMENTING IN-SERVICE TEACHER EDUCATION

My contribution is devoted to some problems of designing projects of in-service teacher education. First of all two terminological notes:

1. "In-service teacher education /INSET/" is used in Czechoslovakia in the theory, practice and in the respective legal norms in for what here at the symposium, in compliance with tradition in other countries, is described as "raising the teacher's qualifications".
2. The term "teachers" will be used to designate all categories of educational personnel.

The research task related to the development and implementation of INSET programmes proceeds from the theory of educational projectdesign which was developed in the past five years by Associate Professor Čapek, DrSc. According to this theory the research task assumes that a comprehensive approach will be taken to the whole projectdesign problem area, namely:

1. the system of in-service teacher education will be established as a unified system,
2. projects will be designed for the individual stages and types of INSET in the context of the unified system,
3. these projects will be transmitted to concrete INSET situations,
4. an evaluation of INSET will be made, including the evaluation of the implementation and effectiveness of in-service teacher education and the evaluation of the actual project of this education.

Proceeding from this basic concept we consider four interlinked INSET project design stages namely:

Stage I: will resolve the problem of INSET as as unified system, the problems of the main functions and the ensuing general goals, the problems of certain general aspects of the content and organizational forms of INSET, the division of the whole system into different types of in-service teacher education, the development of a general didactic structure of the INSET system. The main method is the analysis of the whole area of social education, the analysis of the socially professional role of educational personnel and the analysis of the structure of goals. The result of the said stage is the system of in-service teacher education.

The establishment of a unified internally differentiated system of in-service teacher education has already been discussed by many participants in this symposium. The principles, basic points of departure and the problems related to the establishment of such a system have been clarified by Prof. Stolz, Doctor of Science Kulyutkin and others. I would like to point to one problem, namely that is our country the question of motivating teachers for in-service education, for the permanent upgrading of their work has not yet been theoretically or practically resolved. The problem of voluntary and compulsory participation in INSET is being resolved by making some forms of INSET compulsory, others elective and others voluntary. The question of stimuli and awarding titles to teachers has been discussed at this symposium by Assoc. Prof. Konczyk. At research level this problem is being studied through the validation of teacher's qualifications which could become the basis of a unified system of in-service teacher education. Validation would be conditional not only on attendance of a certain stage of INSET, e. g., fellowships for young beginning teachers, upgrading courses, etc. but also on a certain standard of the teacher's educational and instructional work. Validation could motivate INSET and could orientate teachers not only to participate in the actual process of education but also to implement certain changes in their professional work which must follow the process of instruction.

I would like to draw your attention to another problem which is linked with the effectiveness of in-service teacher education and its influence on improving educational work. The teacher is usually considered as an isolated unit. Our research shows that the teacher should be considered as a member of the school instructional staff. Certain types of in-service teacher education should be aimed at achiloing changes in educational work which will be accepted by the whole school pedagogical staff. With regard to the concept of the general goals of the system of in-service teacher education /their feasibility/ it will be necessary to bear in mind that every teacher who strives for professional upgrading must at the same time tackle some, usually very complex problems of inter-personal relations inside the school instructional staff, in the school's system of administration etc.

Stage II: is conceived as the transformation of general goals set by the system of in-service teacher education, as the distribution of the content and methods of INSET, into projects of different types of in-service education. In this stage concrete goals are given, this both as concerns the content of the studied disciplines and the presentation of this content in learning materials.

Many speakers at this symposium have emphasised the importance of specialization as the basis for developing the concept of in-service teacher education. It is believed that for certain types of in-service education this is acceptable. However, in the in-service education of teachers, i. e., professionals who have already mastered the scientific system of their specialization during their initial training we shall have to proceed from the logic of diverse and, from the point of view of scientific disciplines complex, problems of practice. Practice must therefore be conceived comprehensively, comprising a wide range of scientific fields. In such case the scientific system of the individual discipline is not taken into account.

Stage I: the development of projects of different types of INSET; here we shall have to consider the results of the empirical analysis of the given area of educational work, e. g., the real state of instruction in a certain subject; we shall also have to take into account the actual knowledge, skills and special characteristics of teachers for whom the given type of INSET is designed. The difference between the actual state and the desired state which is to be attained as a result of INSET is one of the initial moments for defining the goals, content and methods of the given type of INSET.

The development of learning materials must at this stage be based on the literature and on materials which have specially been developed for in-service teacher education. These materials will help teachers overcome the difficult step from theory to practice, i. e., in the formulation of theoretical problems to take into consideration the views and evaluation of practitioners, to consider questions which teachers in the classroom sometimes incorrectly, ask themselves. We believe that it is very difficult to develop special materials, radio or television programmes for in-service teacher education. The problem of developing such materials must also become the subject of research. Thus, for instance in the process of the verification of the project of ideological and political and pedagogical and psychological training of secondary school teachers for the new concept of educational work we found out how difficult it was for some leading scientists to speak to practitioners, be it through a learning text or otherwise. Some of them developed significant theoretical problems which objectively speaking are extremely important for present-day practice - but the teachers seem to be tuned to a different wave, they are not able to assign these problems to their work, they are simply not interested. And it is the very interest of practitioners which for theory is one of the basic pre-requisites of the second and third stages of the INSET project design process.

Stage III: at this stage projects of different types of INSET are transformed into concrete instructional situations in which they are to be implemented. The goals, content and methods given in the project of a certain type of INSET serve as the basis for modelling relations between tutors, attendees and instructional materials in conditions which determine instructional situation.

Instructional situations are oriented:

1. to a structured goal which is specified at the simplest level of the hierarchic arrangement of goals. This goal should be expressed by a verb which determines the activity of the attendees;
2. to the content, i. e., to the theme which should be presented in the given instructional situation;
3. to methods, instructional and organizational means which will be used and which are concretely linked with the presented theme. It also comprises instructional tasks

and methods which will provide the achievement of the set goals;

4. To conditions in which instruction will proceed.

The situation of teachers who are attending in-service teacher education should carefully be considered, their own professional ideas respected, i. e., their ideas of the quality of their own professional activity. We have made a number of observations in seminars in a school where a concrete instructional situation was created: the teachers were asked to analyse their work on the basic of independently studied subject matter and to conclude what could be improved in their work in the conditions of the given school. The observation showed that the teachers found many shortfalls in the work of the school but they demonstrated an explicit tendency to seek the causes of these shortfalls not in themselves but in parents, pupils, the poor work of teachers of junior grades, etc. The teachers themselves believe that they for their part are doing everything in their power, and especially like to present examples of their work which complies with the studied theory.

When we showed the group of teachers the analysis of their instruction /the results of the analysis spoke of work not giving names/ they sharply rejected demands to consider the situation from the point of view of studied theory and to derive from the analysis a concept to improve their own work. We believe that this response is closely linked with the teachers' "barrier perception" as concerns changes in their routine style of work. The analysis of this barrier will also be the subject of further research. It may already be said that this phenomenon has many causes including the teachers' fear of negative evaluation, fear of further load and overloading.

Stage IV: is described as the recording stage. The recording and evaluation of the results of INSET provides information necessary no only for improving INSET but also for improving its projectdesigning and evaluation. Recording and evaluating the results of INSET have so far not been developed wither theoretically or practically.

MIROSLAV KOŘÍNEK /CSSR/

PROBLEMS OF TRAINING TEACHERS FOR THE PRIMARY LEVEL OF GENERAL EDUCATION SCHOOL

At present faculties training for the teaching profession are making an analysis of and discussing the restructuring of the higher education of teachers with regard to the implementation of the Project of the Further Development of the Czechoslovak Educational System, namely with regard to the concept of this development. To define the fundamental problems of the higher education of teachers means to find the easiest way of their solution, to anticipate near and more distant needs of the educational system and to prepare new generations of teachers for meeting these demands. We are therefore studying the implementation of the unity of ideological, political, psychological and pedagogical components of this education, to see to what extent we have succeeded in providing the broadly profiled education of the teacher and educator.

These questions are gradually being answered with the involvement in school practice of young graduates with teaching qualifications, generations which will have to resolve the complex problems arising in the process of the implementation of the new concept of the Czechoslovak educational system. A comparison of the standards of graduates with the requirements of practice allow us to find ways of further upgrading initial and in-service teacher training.

The advance of this process assumes that initial training will systematically be upgraded by the elimination of all shortcomings, by the solution of partial problems and by the continuous upgrading of the processual aspects. The solution of the most important problems, e. g., changes in syllabi, is concentrated in cycles in which the nearest is planned for the school-year 1985/1986. This allows us to solve the basic problems of the higher education of teachers on the basis of a scientific analysis, taking into consideration the results of an allround assessment of these problems with sufficient time for appropriate preparation.

Considering the fact that the main problems of this preparation follow not only from the said analysis but also from the needs of the further development of society and from the development of the educational system as a whole it is evident that the effects of changes in the education and training of teachers on the educational system are manifested very slowly - and become obvious only after 10 - 20 years.

This fact is borne out by the training of teachers for primary level of general educational school. The transition to higher education of teachers in 1959 /first graduates in 1963/ made it possible to train a substantial proportion of teachers of the said category for important changes in the concept of education at primary level which were to take place after the year 1976 /experimentally after 1971/.

Proceeding from these facts and from the prognosis of the further development of the network of primary schools we believe that the time has come for the solution of one of the most important outstanding problems of the training of teachers for this school level.

It was found that one of the major problems in upgrading the training of teachers of primary schools is the multi-subject nature of this training, this becauae graduates might work in small schools. In this connection, with the decreasing number of small schools /especially one-class schools/ it will be necessary to introduce a greater measure of specialization of the teachers of this category. We consider it best to replace existing training for all subjects with extended training for one of four subjects /such that require certain skills and specific abilities, i. e., music, physical education, art, work training/ by training which will provide all students with PE and work training qualification. Students will then specialize in art or music teaching. This is to lead to the optimization of the selection of students, will improve training in selected specializations, and will in turn raise the level of instruction at primary level, develop the creativity of primary school pupils and improve work in the young Pioneer Organization of the Socialist Union of Youth. A preliminary study of appropriate modifications of the syllabi of the study course showed that in this sense it is fully feasible to prepare a syllabus which would incorporate instruction in the didactics of caligraphy, the extended study of mathematics, the didactics of natural and social science, the study of child biology and health protection in the school and would improve the proportionality of subjects and would optimize the arrangement of examinations. The new syllabus also eliminates the necessity of changing study groups and groups of the Socialist Union of Youth during the study course which used to be the case between the third and fourth semester in connection with the elective extended study of any one specialization.

The feasibility of anticipated changes with regard to the interest of future primary teachers has also been confirmed by a questionnaire which was distributed to students when we were seeking the optimal variant of elective subjects. Preliminary discussions also considered two-subject variants /music, physical and art education; work training/. The variant which was selected for practical verification won greatest support from students. This variant certainly has its substantial advantages assuming that all teachers can meet demands placed by physical education at primary level which assumes certain motor skills and fitness. The training of all teachers for work training will make it possible to strengthen this subject in relation to all other subjects, such as nature, science, mathematics. This will provide the subject with a function similar to the motivating function of elementary science at primary level of general education school.

We are now able to resolve another important problem in the system of teacher training, namely the training of gifted students. It appears possible to admit to the training course for primary school teachers a certain limited number of students who are interested in the more complex problems of scientific and methodological work in this field. A feasible variant is, I believe, the introduction of an extended study course in one selected subject corresponding to one certain subject in the primary school syllabus, within the scope set by the curriculum of teacher training for general education subjects /e. g., mother tongue, mathematics, art education, etc./. We could thereby reckon with graduates who would, following a certain period of practice in general educational schools, be capable of teaching such subjects as the didactics of elementary reading, the didactics of art education at pedagogical faculties and could also work in institutes for in-service teacher education. By training staff for teacher training institutions, teacher training for primary level would acquire a significant characteristic of higher education.

The practical verification of the suggested changes which will ensue from the analysis will also make it possible to make the respective selection of students for study courses training teachers for primary schools. The fact that we have sufficient numbers of applicants for places in study courses run-by pedagogical faculties and universities training for the teaching profession must not lead to the underestimation of vocational guidance of pupils with respect to the teaching profession. Very often expectations and motivations of applicants for places in study courses are not founded on a profound understanding of the nature of the teaching profession.

Also unsolved remains the problem of the actual selection of students from the number of applicants to study courses at pedagogical faculties and university departments. The diagnostics has not yet been developed of the specific abilities and pre-requisites which could be used as criteria for successfully predicting the quality of graduates. An in-depth development of the diagnostics of the specific abilities and pre-requisites for the teaching profession would make it possible to successfully predict the quality of graduates of pedagogical faculties or university teacher training departments.

JIŘÍ KOUDELA /CSSR/

CONTENT AND STRUCTURE OF TRAINING TEACHERS OF ECONOMIC SUBJECTS

1. Main trends of scientific and research work of the Department of Pedagogy of the Prague School of the Economics

- modernization of the content of education of middle economic personnel and the modernization of the instructional process,
- study of questions relating to the function of economic education within the theoretical basis of technical education at secondary level,
- innovation of concept, aims and content of the educational process in economics-related subjects,
- pedagogical experiments at secondary technical /economics/ schools since 1968 /1975 respectively/ to date oriented to the development and introduction of curricula of secondary economics schools /cf. Document on the Further Development of the Czechoslovak Educational System"/. The said experiments are to result in:
  - the innovation of the system and content of training courses for teachers of economics subjects at secondary level;

- the endorsement of text-books and educational media designed for profiling /general/ and specific methodology of instruction in economics subjects, for pedagogy and psychology.

At present the research project covers the following problem areas:

- comparative research in the methodology of specialized subjects at different institutions of higher education in the ČSSR and in other countries of the Council of Mutual Economic Assistance;
- the professiogram of the teacher of economics subjects;
- the development and innovation of the system of initial university training and of in-service training, namely post-graduate training, of teachers of economics subjects;
- the construction of a model of the methodology of instruction in economics subjects /general/ as well as the methodology of different economics-related subjects /specific/;
- the compilation of a university text-book of the methodology of instruction in economics subjects and the development and compilation of other text-books /didactic of the foundations of book-keeping and the didactic of political economy/ based on long-term verification in teacher trai-

ning. /Sector research projects RŠ IV-03/02, RŠ IV-08/07, RŠV-11-4-8/

2. Profile of teacher of economics subjects at secondary level

Here we proceed from the analysis of social demands placed on teachers of economics subjects at secondary level, from demands on his qualities, pre-requisites, on his economic, ideological, pedagogical and practical preparedness.

Basic materials included the results of the analysis of the structure and qualifications of teachers of economics subjects which was made in the different regions of the CSSR in the years 1981 - 1983, a comparative research of the specialized training of teachers of economics subjects.

Societal demands were submitted to the Ministry of Education of the Czech Socialist Republic - these demands were obtained from a survey carried out in schools where teachers of economics subjects teach and from the evaluation of graduates obtained from enterprises and institutions using the inquiry, interview, the study of reports and documentation.

Profile of the teachers of economics subjects: the graduate of the Department of Pedagogy is an economist /Eng. Econ./ and a pedagogue qualified for teaching economics subjects at secondary level /secondary economics school, other vocational and technical secondary schools, grammar schools, secondary vocational training centres/ where economics is part of the curriculum. He is also able to work in economics posts in enterprises and organizations which require economics, psychology and pedagogical qualifications.

We are thus concerned with the teacher-economist with an extended profile who has acquired knowledge and received training in all components of instruction: ideological and political, general educational, economics, pedagogical and psychology, methodology and practical. The close linkage is emphasised of training and the educational and instructional goals, ghe content and process of instruction at secondary level /this in fact in long-term perspective after 1984/.

The profile of the student teacher of economics subjects and his training is directly linked with research in the field of pedagogical experiments in secondary economics schools and with the implementation of the new concept of the secondary school.

We are enhancing special subject-related training in the field of economics, planning, enterprise finances, computer technology, the enterprise information system, as well as methodological training. Subject-related training is centred on educating the teacher to develop a comprehensive concept of economic phenomena and processes, to integrate knowledge, to creatively and comprehensively resolve problems and fulfil given tasks as required by practice.

Initial training develops the student's secondary education /to a certain extent anticipating it/ and counts on the process of specialization and upgrading of teachers training in the system of in-service education, namely in post-graduate education.

3. Concept and structure of initial university training of teachers of economics subjects

The said concept and structure is intended to develop the profile of the graduate of the study field i. e. "teacher of specialized economics subjects" and proceeds from the specification of demands placed on such teachers /cf. study text for specialized training of educational personnel for secondary school education according to the new programme of educational work "Economics education in secondary school" - manuscript, Chapter 7/.

The implementation of these demands is shown in diagrams for the initial training of teachers of specialized economics subjects:

1. stages of training of teachers of specialized economics subjects,
2. the structure and content of initial university training of teachers of specialized economics subjects /see Table/.

4. Model of post-graduate education of teachers of economics subjects in the system of in-service education

The post-graduate education of teachers of specialized economics subjects is part of the system of in-service education of these teachers /stage 2/ /cf. Instruction issued by the Ministry of Education of the Czech Socialist Republic no 79/1978/.

1. Stage 1 - induction is provided by the secondary school itself.
2. Stage 2 - post-graduate study within the framework of the research implemented by the Department of Pedagogy was developed in the following form:
   a/ model of post-graduate study of present type /compact, systematic post-graduate study/ and
   b/ model of post-graduate study of specialized type - in compliance with the needs of schools, school instruction and teachers' requirements.

The model was developed on the basis of the research of the said requirements in form of syllabi and curricula for post-graduate education of both above types.

/Supplemental pedagogical instruction for graduates of non-teaching study fields of economics shown in diagram "a" is a retraining course for this type of graduate. For a teacher of economics subjects this is initial education through which he gains his basic qualification/.

5. Institutions for the initial training of teachers of specialized subjects

The thorough training of teachers of specialized /vocational/ subjects observes a number of principles and preconditions. Let us mention at least some of them:

- high ideological, specialized and pedagogical standards,
- adequate width and depth of training, meeting the needs of secondary school where the teachers will work,
- unified training of teachers of specialized subjects throughout the Czech Socialist Republic /division of labour and specialization of institutions of higher education/,
- economy /rationality/ of training.

All this requires a unified model, structure and content of training and a unified and relatively stable set of institutions which provide initial and in-service training to teachers of specialized subjects, namely the respective institutions of higher education, the Central Institute for the Education of Educational Personnel, Regional Pedagogical Institutes.

The indispensable precondition of the operation of the system of initial and in-service training of teachers of specialized subjects is consistent coordination of activities, unified impact and long-term prospective outlook with regard to the more distant future as well as with regard to immediate tasks. This is required both of the teachers and of the educational institutions.

6. Trends of future research

In harmony with previous research and its results we shall be proceeding with scientific and research work at the Department of Pedagogy of the Prague School of Economics as follows:

- the study of the dynamics of the profile of teachers of economics subjects at secondary level with regard to qualification, age, composition and other criteria, this in order to deepen the professiogram of the teacher, to innovate initial and in-service training;

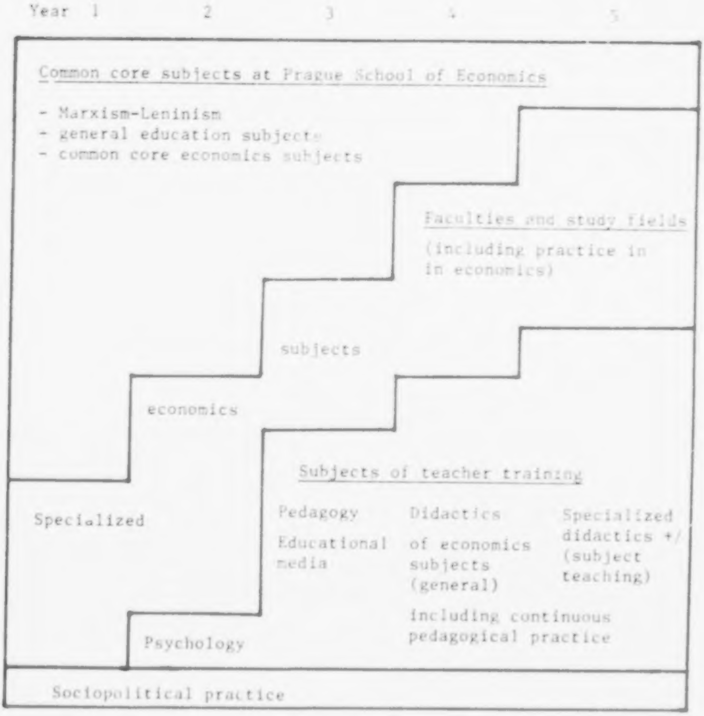
- deepening the didactics of economics subjects, namely as concerns the processual aspects, i. e., in the educational and instructional processes in the given subject/, with regard to psychology, the inter-relation between subjects, education for the comprehensive approach to economic phenomena and processes, the education of creative thinking and the creative style of work;
- verification of models of post-graduate education of teachers of specialized economics subjects and the practical implementation of this education;
- the development of text-books and educational media for training secondary school economics teachers.

Diagram a) Training secondary school teachers in economics subjects

Stage 1 - Initial university training including required practice in economics		Stage 2 - Activity in the position of secondary school economics teacher
Components: 1. Ideological and political and moral 2. Pedagogical, psychological and generally didactics, including practice in economics, pedagogy and methodology and socio-political practice; 5 years 3. Specialized fields in economics subjects and in the methodology of instruction in economics subjects.	2 - 3 years controlled practice in economics - graduates with specialization: teacher of economics subjects.	Cooperation with enterprises, etc. Independent study
	Supplemental course in pedagogy (3 semestres) for graduates of other study fields of the Prague School of Economics, during practice in economics or after its termination. Now 1,5 - 3 years.	System of in-service education (organized): course organized by regional pedagogical institutes, post-graduate study courses organized by the Prague School of Economics, courses organized by the Central Institute for the Education of Educational Personnel and courses organized by other institutions, scientific training, etc.

Valid basic qualification pre-requisites as given in the Instruction issued by the Ministry of Education of the Czech Socialist Republic.

Diagram b): Structure and content of teacher training


Year 1
2
3
4
5
Common core subjects at Prague School of Economics
- Marxism-Leninism
- general education subjects
- common core economics subjects
Faculties and study fields
(including practice in in economics)
Specialized
economics
subjects
Subjects of teacher training
Pedagogy
Educational media
Didactics
of economics subjects (general)
Specialized didactics +/ (subject teaching)
including continuous pedagogical practice
Psychology
Sociopolitical practice

+/ Political economy, enterprise economics, the enterprise information system, computer technology

MARTA LANGOVÁ /ČSSR/

THE PLACE OF THE ANALYSIS OF PEDAGOGICAL SITUATIONS IN TEACHER TRAINING

The problem area of the teacher's personality and activity is one of the research tasks entrusted with the Institute of Psychology of the Czechoslovak Academy of Sciences. We are proceeding from the assumption that the activity of the teacher and pupil in the school educational and instructional process is implemented within structural, relatively limited complexes which may be designated as situations. Pedagogical situations are determined by their formative and developmental character. The school pedagogical situation is moreover determined by its linkage with the formation, development and training of the pupil in the process of educational activities.

A number of educationalists and psychologists have of late been pointing to the importance of the deliberate use of pedagogical situations by the teacher. In the teacher's everyday educational and instructional work such situations are often only used intuitively which in turn will lead not to the anticipated results but to the complete opposite. In connection with teacher training the question therefore comes to the fore of their training for the adequate solution and creative use of pedagogical situations for the development of the pupils' personality and activity. Models of typical pedagogical situations serve practical training for qualified intervention in school situations, their management and development.

The precondition of modelling pedagogical situations is their taxonomy, the determination of basic situations and their psychological and pedagogical analysis.

One of the first steps which we made following the theoretical elaboration of the problems of life situations was the identification of pedagogical situations which are most frequent in the classroom from the point of view of the teacher. We inquired 200 teachers using the method of the anonymous subjective estimate of the frequency of concrete situations. Data showed that the most frequent situations are situations of recognition, planned control, spontaneous involvement of pupils in activity, verbal and non-verbal communication, interaction, command, criticism, encouragement, situations of subject orientation to a concrete task, supervision. Less frequent are situations of deliberate intervention, disagreement, struggle and rivalry with pupils, defence, stimulation, ironizing and threatening, establishing relations of friendship and sympathy with students, sympathy for students of the opposite sex, patronizing and in the 1st-4th grades games.

The second stage in the research was the study of one of the basic pedagogical situations, namely the situation of subject orientation with emphasis on the behaviour and activity of the educator as the main actor in this situation. Research relating to this problem area now continues.

In our theoretical concept we consider the situation of subject orientation as being one of the all embracing life situations. A life situation is conceived as the dynamic system of relatively limited interactions and transformations of the subject, the object and the conditions. The decisive aspect is the intervention of the active subject who uses diverse means.

A subject oriented situation is never a simple situation but a complicated situation complex. It is always incorporated in other educational and life situations of the teacher and pupils and through them is individually interpreted. It overlaps and permeates other situations, is surrounded by them and "absorbs" other situations which penetrate it. At given moment the concrete subject oriented situation may be fundamental for the pupil but is encircled by a situation of rivalry, penetrated by a situation of conflict between the pupil and his parents a situation of expected failures at the hands of the teacher and may overlap with the situation of expectation of the consequences of one's behaviour. Subject oriented situations are a type of inter-subject situations which means that interaction explicitly comes to the fore, i. e., the relationship between subjects of the situation; in case of school subject-oriented situations this is the interaction between the teacher and the pupil and his classmates.

We can consider these situations as being an entity consisting of minimally two situations depending on which subject is the actor in the situation and which is the object of the former's activity. In a subject-oriented situation the aspect of participating subjects is strongly manifested. One and the same subject-oriented situation may have different significance and meaning for the teacher and a completely different significance and meaning for the pupil which makes differences between pupils even more explicit. The significance and meaning of subject-oriented situations depends on the needs, goals and value orientations of the subjects. The analysis of the subject-oriented situation cannot be exhausted by a mere analysis of the task and methods, means and conditions of solution but must take into consideration the subject's attitude to the task and to other persons participating in the situation, as well as the preparedness of the subject to solve the task.

The study of the aspect of the teacher will take into consideration his specialized, methodological, pedagogical and psychological knowledge, pedagogical mastery and world opinion, his intellectual flexibility and versatility, his skill to use knowledge acquired in the study of different fields of science, in concrete instructional conditions, his skill of reflection.

The analysis of a subject-oriented situation is centred on the aims which the teacher is following in his work and on plans of their realization. Availability of information on goals is the basic precondition for controlling the teacher in a subject-oriented situation because such information is the criterion for assessing whether a certain state has been attained by a certain activity. From final and officially formulated goals the teacher derives partial goals for the respective subject as a whole, for different themes, for lessons, for the class and for individual pupils. This choice of goals depends on the teacher's personal experience, on his values and attitudes. It was thus that it is very important for the pedagogical success of the teacher /expressed by the popularity of his methods with the pupils, the number of disagreements with pupils and the pupil's achievements/ whether he accentuates goals which are related to the development of the independent and creative personality of the pupil or goals have to do with the range of knowledge acquired by the pupil and with the pupil's discipline.

The analysis of a subject oriented situation also incorporates the analysis of the personality characteristics of the teacher of which the most important are those which are reflected in his social behaviour. It was found that successful teachers have greater self-confidence, better psychological balance, are more active, emotionally more stable, more dominating, more responsible and more rational in their approach to the solution of situations than are less successful teachers.

In view of the fact that a subject-oriented situation is a process of the teacher's interaction with the pupils /communication/, it is characterized also by the mutual relations which exist between them. The teacher introduces into this relationship his positive or negative attitude to the pupil, his expectations relating to the pupil, his understanding for the pupil, his communication skills and habits. He manifests his relation in his behaviour towards the pupil thereby creating for the latter a more or less favourable situation for the fulfilment of his school tasks.

A concrete subject oriented situation on the one hand to a certain extent determines the form of the subject's activity, on the other it is itself the result of the activities and interactions of subjects which partake of it. Manifested in the subject oriented situation is also the macrosituation of the educational and instructional process in our school which is historically and socially determined.

In conclusion it may be said that the problem area of situations is closely related with the principle of reflection and practice which are postulates of Marxist psychological analysis and synthesis and the practical use of all knowledge of psychology. The study of man in situations, in the given case the study of the teacher and the pupil in pedagogical situations, implements the requirement of Marxist psychology, namely that the personality should be conceived as the product of concrete social and historical conditions as well as the active carrier of subject practical activity, one which bears impact on his environment and forms his own self. It is also a method of studying the instructional and educational process and of influencing it. In everyday pedagogical work the teacher must resolve complicated situations. In order to be able to intervene in these situations in a qualified manner, to control and develop them he must be able to identify and analyse such situations. The teacher must learn and master the art of active decision-making and its creative application. And insofar as the problem area of life situations a should be introductory to psychology study courses then the problem area of pedagogical situations should introduce psychology courses for student teachers. And our research project is striving to contribute to this end.

JAN MACEK /CSSR/

ENVIRONMENTAL EDUCATION IN INITIAL AND IN-SERVICE TEACHER TRAINING

The necessity of resolving environmental problems which together with the struggle for peace is the most important task facing humankind in the given stage of its development requires purposeful environmental education and the immediate introduction of this education which should cover all pupils, students and adults and must become an important factor in the solution of environmental problems. The partial outcome of environmental education will be the knowledge, understanding and evaluation of the multiform relations between man and his environment, the development of such abilities, interests and relationships which are indispensable from the point of view of human society. I am certain that at this forum there is no need for me to prove the importance of environmental education and that I can specify its basic pre-requisites without further ado.

- The human environment is conceived as that part of the world with which man is interlinked, i. e., which he uses, which he affects and to which he adapts himself.

- Central are therefore man's relations with nature /natural elements of material reality/, between man and the products of his activity /products, wastes and other phenomena which are linked with human activity, including his working environment/ and man's relations with other people /society, interpersonal relations/.
- Environmental education is part of communist education.
- Problems of the protection of the environment are general, global and can only be resolved using all-inclusive means.
- Environmental education can only be implemented successfully using general means.
- Questions of environmental protection concern all humankind they have global character and must therefore be resolved on an international forum.
- Environmental education must become and international question in the centre of the attention of the respective commissions of the Council of Mutual Economic Assistance and Unesco.
- An important role in environmental education must be played by teachers and all other educational personnel.
- Environmental problems and problems of environmental education must therefore be incorporated in the system of

training of all educational personnel.

- Serving educationalists must also become acquainted with environmental education.
- Environmental education must be conceived as a comprehensive and yet open and dynamic system capable of quickly responding to changing conditions, one which will provide educational personnel with the possibility of systematically improving and deepening their specialists and methodological knowledge.

The solution of the above listed problems became the goal of the sector research project which in the past two five year plans was incorporated in the plan of research and which is still under way. The research project involves sector research institutes, namely the Pedagogical Research Institute, the Central Institute for the Education of Educational Personnel, and faculty staff of institutions of higher education training for the teaching profession. The problem area of the research project was studied in connection with changes in the sphere of the content of education, this from nursery school level to higher education. Cooperation was at first organized by the Pedagogical Research Institute in Prague, at present the organizer is the specialized Institute of Experimental Ecology and Ecotechnology in Kostelec nad Černými Lesy. Pre-service and in-service teacher education in this area is provided by our Central Institute for the Education of Educational Personnel.

The research project proceeded from a survey of environmental knowledge of pupils and educational personnel of various types of schools. The survey was repeated after a certain period of time aimed at identifying changes which had in the mean time occurred in the state of their knowledge of the problem area. The results of the surveys proved the working hypothesis on the necessity of incorporating systematic environmental education in the curriculum of all schools.

The programme of incorporating environmental education in the training of educational personnel was divided into several parts and was gradually verified at several faculties. It was found that it would be necessary to incorporate in initial teacher training and introductory general positions. Environmental education should further be incorporated in all specialized subjects and instruction should be wound up with the final part containing the philosophical aspects of environmental education. During the research we tried several ways of incorporating the problem area. At present changes have been suggested in the syllabi of all teacher training institutions of higher education. The incorporation of environmental education in the syllabi of all subjects has been achieved. The problem now is the lack of time for the introductory lecture and especially for the final part of the study of environmental education. It has proved indispensable to incorporate the given problem area in non-formal education where there are good preconditions for its application and where there is relatively great interest among students.

The Central Institute for the Education of Educational Personnel has incorporated environmental education in all stages of the system of in-service education of teachers and other educational personnel.

In order to explain the state of environmental education to educational personnel we have prepared a justification for incorporating the problem area first of all in the initial training of teachers and other educators according to the new concept of the Czechoslovak educational system. Thereby teachers working at schools of all types and levels will gradualy, with the restructuring of our educational system, become acquainted with the problem area.

Chapters related to environmental education have therefore been incorporated in the text-books of all subjects and their didactics. Environmental education has also been incorporated in the training of headteachers and school inspectors and in the training of methodologists of regional institutes for in-service teacher education.

Our data has been used for the solution of one of the priority projects of the Council of Mutual Economic Assistance, i. e., the inclusion in the Advanced Programme of Cooperation in Environmental Protection of the project entitled "Socio-economic, organizational, legal and pedagogical aspects of environmental protection." Within cooperation with Unesco in the area of environmental education we took part in the preparation of the subregional seminar concerning in-service training for environmental education which was held in Czechoslovakia in 1980. At present we are preparing for the seminar which will be held in 1985. Together with other researchers and specialists we took part in the seminar for experts from the developing countries on environmental education which was held in Prague and Hradec Králové last year. The project of in-service teacher training for environmental education was approved and recommended to Unesco member states. At present various forms of instruction are being verified in our country aimed at upgrading the specialization of educational personnel in the area of environmental education and data show that there is great interest in the problem area from the part of teachers, other educators and school administrators. Partial results of the verification have confirmed our hypothesis on the enevitable involvement in environmental education not only of those who are interested in the problem area but of all those who should deal with it. In cooperation with sector methodological centres of different production sectors which provide in-service education for educators and instructors of practical training in vocational training centres we have also incorporated environmental education in non-formal education and practicals which we believe is extremely important in order to bear allround impact on the personality of pupils of vocational training centres who make up roughly 60 % of the adolescent population.

In the short time allocated to be I could only devote my attention to the general aspects of training for environment education.

I believe that the survey which I have presented will demonstrate that we are dealing with environmental education responsibly and systematically, that environmental education has become part of the initial training of educational personnel as well as part of the system of their in-service education. All this is necessary because life on Earth will be destroyed unless we change the attitude of all people on this planet to the environment.

I wish you, myself, our children and grandchildren a happy life in peace and in a healthy environment.

H. MUKAŘOVSKÁ /CSSR/

IN-SERVICE EDUCATION OF TEACHERS AND EDUCATIONAL PERSONNEL IN CONNECTION WITH THE NEW SCHOOL CURRICULA /model Study/

The aim of the research project "The school as the place of in-service education of teachers and educational personnel" is oriented to one of the Czechoslovak system of in-service teacher education which is linked with the practical activity of the school. This type of in-service education must be controlled by the headteacher. Alas, at present this form is developing in an unorganized manner According to the given model this type of in-service education will be improved by its planned linkage with school practice. Educational personnel must become involved in active, purposeful and theoretically founded work aimed at making the school a place where the pupil's personality will be systematically developed. The teachers must acquire such knowledge and skills which will allow them to stimulate the potential abilities of the pupils. The principles which underlie the restructuring of out school must be enhanced, namely overcoming the orientation to the pupil's memory and the separation of the concepts "education" and "rearing".

New pedagogical and psychological knowledge must gradually be introduced into the work of all educational personnel.

With regard to socialist pedagogy and psychology, the planned development of the personality may be implemented on the basis of the planned control of the work of pupils, aimed at enhancing their independent attitude towards their own activity, i. e., the autoregulation of the pupil's personality in the correct direction.

The problem has thus arisen which will have to be resolved in the first place, namely how to secure the unity of the educational impact and how to prepare educational personnel for this work. We have subjected to analysis the main aspects of educational and instructional work the analysis was based on Soviet science, e. g., Kagan M. S., 1977. This analysis helped us verify the comprehensible and feasible elements of cooperation between educational personnel in the course of the educational process, namely in the process of educational activities which are common to teachers of all subjects and educators involved in non-formal education.

In this manner we have attempted to lay the foundations to linking the general and the specialized elements in the work of educators in different fields and to orientate their work to the personality of the pupil against the background of social relations in the classroom and in the collective.

The orientation to the planned development of the pupil's personality assumes the purposeful control of three types of pupils' activities through three parts of the educational process:

a/ the activity which is necessary for the acquisition and use of knowledge and skills,

b/ activity which is necessary for establishing social relations which are favourable both from the social and the individual points of view /correct evaluation and self-evaluation of pupils, mutual help, the involvement of isolated pupils in the activity of the class, group, etc./,

c/ socially valuable work which is indispensable for finding the criteria of the social values of things and phenomena which pupils are learning to recognize and which is indispensable for justifying the practical implementation of the necessary social values.

The said three types of activities which take place in full unity may affect the intellectual, emotional and volitional traits of the pupil's personality. The interaction of these types of activity allows to better use the psychological potential of pupils. Thus, for instance, the stimulation of the intellectual reserves of a pupil who is not involved in the social relationships in the class helps to incorporate him in these social relations, his volitional abilities are enhanced when he is gradually taught to set himself long-term aims in all types of activities and to derive from them short-term goals. The pupil learns to control himself to independently seek errors and to correct them, he gains confidence in himself, develops the will to overcome obstacles, realizes the necessity of correct speech formulation for the implementation of the necessary social values. The given three types of activities are developed only when all educationalists jointly control the preparation, implementation, control and evaluation of the educational process in such a manner as to lead the pupils to proceed from controlled activity to self-control. This self--control in all three types of activity is enhanced by systematically leading the pupil to attain the unified goal of activities carried out in all three parts of the educational process.

Empirical research using targeted discussions, visits to lessons and the observation of the comprehensive work of the school shall clarify, albeit on a restricted number of studied persons, the relationship of educational personnel to their own profession, the actually existing cooperation between them, the orientation of this cooperation to the personality of the pupil, to educational work.

Educators consider cooperation to be indispensable but in the practical work of the school it is minimal. This has been stated by both teachers and other educators. They do not have a clear idea of how this cooperation should be differentiated, where they are supposed to cooperate and in what, who is to control such cooperation and how its results and impacts on pupils are to be supervised. The most important experiences with cooperation have been gained from the experimental development of cooperation between primary school teachers /grades 1 - 4/ and teachers of junior school /grades 5 - 8/, namely in comparing evaluation criteria in parallel grades, mutual help in the development of educational media and in organizing various activities. With regard to its impact on the stimulation of the psychological reserves of the pupil's personality, and on the establishment of cooperation in the collective of teachers and pupils such a global concept of cooperation does not in the given stage have systematic and planned character and its impact on the development of the pupil is elemental and difficult to control.

This is caused by the fact that educational personnel have so far not coped with the structure of their educational work, its dynamics and its impact on the dynamic structure of the personality. The teacher's idea of his pupil as personality is usually based on a non-professional approach to the matter: such qualities are attributed to the pupil which are evident from superficial observation. The teachers do not systematically complete this general idea by studying the causes, the level of the pupil's abilities, his behaviour, his value orientation.

The research showed that each teacher has a different perception of social relations in the classroom. This ability has not yet been developed in teachers, nor has it been strengthened by mastering elementary sociometric methods, methods of the research of pupils' value orientations and methods helping pupils to understand their own selves. As a result, cooperation between educators for purposefully changing the structure of the class and the situation of individual pupils in this structure is insignificant.

In connection with the content of the reform of our education educators have devoted attention to the development of the activity and independence of pupils, this without any indepth understanding of relations between the structure of the pupils' activities and the structure of the personality of the pupil and its changes which in this respect are absolutely paramount. In most pupils this activity is superficial and pupils' independence lacks any autoregulative orientation.

With this is also linked the lack of understanding from the part of educators of the control of pupils' activities as a means of developing their autoregulative abilities. In their preparation for the lesson educators devote their attention mainly to the content of the lesson and not to its methodological aspect with regard to the pupils' activity. They are not aware that in order to influence the structure of the pupil's personality they have to operate the whole structure of set objectives: work objectives, goals relating to social relations and social values. They neglect the possibility of teaching the pupil to formulate goals in all areas with regard to their own activity which will develop the pupils' ability to purposefully control and regulate their activity.

Allow me to sum up the results of empirical research with regard to the factors which have hitherto prevented educators to develop mutual cooperation: Reserves in the structure of educational and instructional goals of cooperation of educators, in the purposeful approach to factors which are important for the development of the pupils' personality, in the evaluation of the results of the educational work of educationalists as concerns the development of the internal regulators of the pupils' personality.

Obstacles standing in the way of the cooperation of educational personnel in the development of the pupils' personality are external and internal:

external obstacles:

- Education of educational personnel has so far no allowed them to apply knowledge of the development of the pupil's personality in concrete pedagogical activity, has not helped teachers to gain an insight into the laws of systems relations. Education has so far not provided teachers with a basis for purposeful cooperation leading to changes in the structure of the pupil's personality, does not allow them to practically link the theory of the development of the personality with everyday practice in the preparation, implementation and control of the educational process.
- Pedagogical materials, i. e., syllabi, curricula, textbooks and methodological handbooks of appropriate stan-

dards are not provided such as would lead to the development of the pupils' personality.

- Educational tasks have not been processed allowing to operate the "nearest zone" of the development of the pupils' personality, comprehensive tasks have not been developed whose fulfilment would require the involvement of knowledge in different subjects.
- Handbooks have not been compiled for organizing cooperation between teachers and educators, for inspectors and headteachers with regard to the development of the pupils' personality /control of changes in the structure of the class, control of structure of pupils' activity, etc./. The coordination has not been developed or specified of educational personnel in the development of the pupils' personality /class teachers, heads of methodological associations, head teachers for pedagogy, Pioneer leaders, etc./.

Internal obstacles:

- Knowledge of pedagogy and psychology and pedagogical and psychological skills of educational personnel are not arranged into a system which would develop the pupil's personality.
- Obstacles consist in the conservatism of educationalists both in the sphere of administration and in the sphere of

individual educational work.

- The attitude to novel aspects in education, towards overcoming stereotypes in educational work.
- The attitude to theory and practice being two separate areas. Endeavour is lacking to practically verify theory and to put practice on a theoretical basis.

The stage of research is followed by the stage of the transition from isolated actions to actions which require the cooperation of educationalists. In this sense we have carried out a preliminary survey. Educationalists were acquainted with the necessary theoretical data at meetings of pedagogical councils, methodological associations and at meetings of class teachers. At these meetings concrete possibilities were analysed of the cooperation of pedagogical personnel in changing the structure of the class in general and of the activity of individual pupils in particular. Here we witnessed the greatest interest of educators in the given problems and next year we shall therefore proceed from this postulate.

Changes in school work aimed at developing the personality of the pupil assume long-term research work and the gradual introduction of all said principles into the in-ser--vice education of educational personnel of all categories:

inspectors, head teachers, class teachers, heads of after-school facilities and school clubs, Young Pioneer leader, authors of text-books and methodological handbooks for teachers, authors of syllabi and curricula. The said problem area should be incorporated in the initial training of teachers in pedagogical faculties.

Extremely urgent is the preparation of experimental tasks for supervising and evaluating the development of the pupils' personality. It will allow to control the structure of classes, the position of pupils therein, will provide elementary methods for controlling and developing the self-understanding of pupils, to introduce general educational goals into the pupils' activity in the sphere of social relations and social values, to prepare tasks which will help materialize the set goals. It will be necessary to provide assistance to educational personnel, to control the dynamics of the development of pupils' independence at work aimed at attaining the planned target, the level of their self-control, their work aimed at seeking and overcoming mistakes. The control and evaluation of achievement in different subjects into the comprehensive control and evaluation of the pupil's personality. It is important that educators should be prepared to stimulate every pupil's chances of success by a differentiated approach which takes into consideration the individual specificities in the pupil's development.

The model of the next stage of in-service education of educational personnel will be oriented to the development of the abilities and skills of all educators to develop the pupil's personality in the work of the school. The model of this development will also contain the initial and final stages of the system, namely initial cooperation of educators which educators must master in order to be able to influence the structure of the pupils' personality and changes in the structure and quality of the pupils' activity which in their sum are indicators of the their personality.

SVATOPLUK PETRÁČEK /CSSR/

TRENDS AND PROSPECTS OF IN-SERVICE EDUCATION IN THE EUROPEAN CAPITALIST COUNTRIES

/abbreviated version/

The capitalist countries, the same as the countries of the socialist community are devoting considerable attention to the in-service education of teachers because they are well aware of the fact that only such teachers are capable of fulfilling great tasks in the educational process who are perfectly trained for their profession and who are able to permanently upgrade and update their knowledge throughout their whole life. The tendency is evident to devote ever greater attention to the identification, selection, initial education and in-service training of teachers.

In the capitalist countries various structures have been developed of systems of permanent in-service education of teachers and educational personnel. They are not, however, integrated in the educational system to such extent as are in-service education systems in the educational systems of the socialist countries.

As concerns methodology, it is rather difficult to generalize the trends and prospects of in-service teacher education in the advanced capitalist countries, mainly for the considerable differences which characteristically exist in concepts of in-service teacher education systems in these countries.

The actual problems, trends and prospects of in-service teacher education are adequately described in the literature published in the capitalist countries which carries sufficient quantities of relevant data.

The problems of in-service teacher education have in the past decades been at the centre of attention in the field of education and have been the subject of research and activity of numerous specialized groups and organizations which widely differ in competence. This necessitates the coordination of all these activities and their subordination to a certain general concept of in-service education ranging from initial education to all forms and levels of in-service education such as comply with the goals of the educational policy of the given country.

Great attention is being devoted to the clarification of the role which should be played by teachers and other educators, the educational apparatus and institutions of higher education in the in-service education of teachers: the said efforts are to establish conditions for the development of new and viable concepts.

In the general approach to the problem of in-service education the endeavour is evident to facilitate the teacher's adaptation to changes in his social mission. The system of in-service teacher education is mainly attempting to take into account the envisaged changes in the role of the teacher as well as changes which follow from the upgrading of educational systems.

Positive efforts for upgrading the system of in-service teacher education are exposed to the negative effects of numerous factors such as for instance: situations in which innovation programmes are terminated owing to the lack of funds, the general situation in teacher employment, the minimization of funds for more demanding and thereby also more costly forms and levels of in-service teacher education, the teachers' lack of material incentive, the unwillingness of some teachers to devote their leisure time and money to in--service education, namely with regard to the general rise in living costs, a certain scepticism, etc.

The above mentioned retarding factors have some significance but they are generally overpowered by positive factors which stimulate the development of in-service education of teachers. Insofar as we do not intent to repeat the main goals of in-service education of teachers and educational personnel it will be interesting to sum up those positive factors which are linked with the in-service education of teachers: it helps to provide employment for a considerable number of teachers and other educational personnel, it requires many other useful activities /publishing, the development and manufacture of educational media, the development of information services, etc./. It enhances the organization of meetings and conferences which make possible the quick transmission of new knowledge and research as well as the rational exchange of experience.

The general involvement of teachers in in-service education and their interest in the improvement of the system is evident from response from schools which train for the teaching profession, from central, regional and local education authorities, from the public and from teacher organizations.

It remains a fact which is brought out by the literature and by various meetings and conferences that in the capitalist educational systems there exists a diversity of views concerning the goals, forms and levels of in-service education of teachers. However, there do also exist certain "strategic" forms of in-service teacher education which are recognized by the majority of teachers and educational personnel and which may be described as prospective, there is general agreement on following two premises: the interest in improving the system of in-service teacher education is rising continuously, the existing systems are not able to fully meet the needs of society in this area and it is therefore necessary to exert maximum effort for their improvement.

The concept of in-service education is exposed to the effect of concrete social needs and to numerous relevant external stimuli. In-service teacher education is viewed from various angles and is considered as being, e. g., a set of experience which the teacher has acquired since the beginning of his educational practice supplemented with any kind of education; a set of experiences which endorses the quality of the teacher's specialization; upgrading the level of the educational work of the teacher with the aim of meeting the continuously changing needs and wishes of pupils; the endeavour to provide the teacher with effective assistance in self-education, to provide him with stimuli for self-instruction, etc.

Projects of in-service teacher education with varying intensity take into consideration various factors of which the following are considered as being the most important:

1. The requirements of those persons which take part in the development of the respective project as well as those who are interested in their implementation.
2. The content of valid prescriptions relating to the given problem area which limits the effectiveness of the projects.
3. The significance of different components of in-service teacher education.
4. The attitude of the teacher to the respective project of in-service teacher education and his role in its implementation.
5. The problems of sources: costs of project, possible financial participation, the possibility of using the teacher's leisure time, etc.
6. The moral and material interest of the teachers.
7. The level of the integration of the in-service education programme with programmes of initial teacher training.
8. The method of setting goals of in-service education programmes.
9. The essence of the content of in-service education programmes.

10. Forms of in-service teacher education.
11. Teachers lecturing in in-service teacher education study courses and their role.
12. Participation of the public.
13. Evaluation of the participation of teachers in different forms and types of in-service education.
14. Demands placed on the process of upgrading the educational goals of in-service education.

The present situation in the field of in-service teacher education is often being subjected to criticism. It is required that the content of in-service programmes be discussed to a greater depth with interested organs and organizations as well as with the teachers themselves in order to meet their interest in specific themes, that a greater variety of study courses should be organized in order to meet the level of knowledge and experiences of the attendees. Numerous criticism has been directed at the relationship between in-service education and teachers' salaries as well as at the quality of methods applied to assess the efficiency of in-service education, namely as concerns the upgrading of the teachers' educational work in the school. The requirement has been voiced that differences in the position of the teacher within the educational process should be and instructional process should be taken into account.

Many discussions have centred on the need of improving the standards of planning in-service teacher education, namely as concerns the specification of the goals of different forms and types of in-service teacher education, a more responsible attitude towards various restrictions which follow from the funding situation, as well as on the need for a better balance and proportionality of individual components in in-service teacher education.

There is lively interest in all aspects related to the upgrading and development of the in-service teacher education system in the near future. There is a wide range of considerations and ideas logically linked with anticipated prospective changes in educational systems. The fact remains that various pending reforms of educational systems generate new needs for in-service education of teachers, namely changes in the content of programmes, methods of instruction, changes in the role of the teacher. There exist interesting speculations concerning the necessity of upgrading the teachers' qualifications for their new functions which will run parallel with their specialization and which will bear impact on the structure of instructional staffs; they in turn will cease to be mere collectives of teachers prepared for various specialized functions and types of activities indispensable for the smooth course of the educational process.

The above examples bear out the necessity of rationally weighing the fundamental questions which are relevant for the optimal course of in-service teacher education. The questions which arise are as follows: when do we start with in-service teacher education, what is to be subject of this activity, where do we implement it, for whom is it to be organized, through whom do we provide in-service teacher education and what for.

In conclusion it should be said that in the nearest future the in-service teacher education system in the advanced capitalist countries will continue to be marked by a considerable lack of coordination and inadequate integration within the educational system of any one country as well as by a wide range of organizational forms and types and low efficiency methodological approaches. Researchers will exert efforts to remove existing shortcomings. This effort is to result in a higher efficiency of in-service teacher education in these countries.

VLADIMÍR PROCHÁZKA /CSSR/

ASPECTS OF THE SYSTEMS APPROACH TO THE STUDY OF PEDAGOGICAL PHENOMENA

In the present stage of development we are witnessing profound changes which are taking place not only in the socialist countries but also in the developing and in the capitalist countries and which are accompanied by a considerable dynamics and growth of the complexity of many phenomena and processes. This is also true of the educational system of the socialist countries and its different components and of educational, instructional and control processes which take place inside these systems. In order to make an in-depth depiction of the said educational reality as a whole and of various pedagogical phenomena and processes one has to take a comprehensive approach to their research based on the allround evaluation of matters, factors, qualitatively differing processes and phenomena.

The comprehensive approach is conceived as the multiform study of phenomena which will result in the adequate solution of different problems. This multiform research may be either ecclectic or dialectic. Various theories of bourgeois ideology which study social phenomena only with regard to certain aspects, factors, linkages or functions are an illustrative example of the ecclectic and thereby narrow approach. The dialectic concept of multiformity which comprises the unity and controversial nature of various elements, linkages and functions of the given phenomenon is the precondition of the genuinely comprehensive approach. Scientists in different fields and scientific branches are agreed that the comprehensive approach may successfully be applied only on the basis of a system concept of the studied phenomenon when the multifariousness of various factors represents the property of the unified system.

Systems research in science and thereby also in Marxist pedagogy, the formulation of tasks "in the system" and "on the system", the modelling of various pedagogical phenomena assumes corresponding approaches to be taken to the recognition of these phenomena and to problem solution. The postulate is the systems approach which in itself is not a scientific discipline but represents a special procedure when phenomena are conceived comprehensively not only in their internal structure but also in the context of external linkages. In this manner the systems approach differs in principle from the metaphysical substantial concept of phenomena characterized by distinguishing only two components in the studied phenomenon, namely substances and attributes.

Substantial metaphysical thinking was deeply rooted philosophy and science so much so that the concept "substance" was viewed only from the ontological point of view which forced the seeking of a "finite" substance - the common basis of other phenomenon which act as its attributes. Depending on the circumstances such a "something" may act as a supernatural subject, a higher idea, fate, law, order, will, possibly matter, etc.

Various forms of reducing and narrowing concepts of the social and pedagogical reality in bourgeois sociology have typically represented a metaphysical substantial model of this reality.

In his work "Dialectic of Nature" F. Engels wrote that Hegel sees the real character of determining the substance of phenomena in that in the category of substance he considers everything to be relative because for Hegel the real substance of phenomena is in their contradiction.

V. I. Lenin in his criticism of physical idealism wrote that dialectical materialist as against mechanical materialism and idealism conceive substance as the unity of its ontological and gnoseological aspects. According to Marx and Engels the human conscious reflects the material world which exists independently of it. For Marx and Engels there is no other "substance" or "absolute substance".

Hegel contributed to overcoming metaphysical substantial thinking by developing his own dialectical method; one of its moments is the systems concept of phenomena. Hegel's system is connected with the quantitative aspect as the unity of possibilities, dialectic with the qualitative aspect as the unity of opposites. Warnke states that in German classical philosophy systems thinking on the one hand and dialectical thinking of the other have developed from one and the same source as two sides of the same phenomenon.

In their work Javůrek et alia /dialectic and the systems approach, published by Svoboda, 1939/ have included the dialectical concept of the system.

Hegel's idealistic dialectic was reviewed by Marx who put it on a real materialistic base. The dialectic and systems analysis of the capitalist society was applied by Marx to depict two main types of the life of society:

1. The laws of the development of the life of society which function over the period of ontogenesis /general develop-

ment of the organism/ of socio-economic formations; the functioning of this type of laws is manifested in the qualitative changes of these formations;

2. The laws of the functioning of socio-economic formations and their "components", i. e., within the framework of the "philogenesis" of a concrete society as an "ontogenetic" moment, i. e., their inner laws of development.

The dialectical unity of the two above described types of laws necessitates the historical and logic research to be made of social and pedagogical phenomena and the systems approach to be taken within the framework of the materialistic dialectical method.

The systems approach as a specific way of thinking, problem-solving and human behaviour represents a certain type of philosophical, dialectical way of thinking which may be interpreted materialistically or idealistically. The matter is that the systems approach is closely linked with the use of formal methods, such as is the structural functional analysis, which as a methodological means provides a broader range of possibilities for cognising the studied phenomenon - the overestimation of this means does, however, lead science to idealism.

The idealistic interpretation may be found in the views of a number of leading specialists. Thus, for instance, Eddington and Marx in physics view the substance of phenomena as their structure or form. Eddington in his work "Philosophy of the Physicist" proceeds from the postulate that the mathematical theory of structure clarifies the basic philosophical question which according to Eddington has embarassed philosophers. Eddington believes that the world is nothing else but a set of structures of the subjects' perceptions /the above work - Cambridge, 1939, p. 146 and following/. The Austrian physicist Marx has similar views. He wrote that insofar as we conceive everything that in reality is not matter as being form, the electron /and this applies to all elementary particles/ is form deprived of substance because its substance is manifested in some /certain/ relations of numbers and it may be said that these relationships establish the form. The said "desubstantiation" of elementary particles in one of the extraordinary features of present day physics and sadly this concept brought Eddington and Marx to the position of subjective idealism where by their "structural" approach they in fact tried to prove that the basic philosophical question of the relationship between matter and conscious, being and thinking, does not actually exist.

We must therefore not consider the systems approach in itself and the respective methods to be the theoretical basis of the solution of complex problems of science and practice. The basis of solution in Marxist pedagogy as a science and in pedagogical practice is the dialectical materialistic method applied together with the other Marxist life sciences. Regardless, however, it would be incorrect to underestimate the rational features of systems theories and methods, their new contribution to the field of cognition, linked with the system process of research which provides the possibility of using systems means in the study of often singularly complex pedagogical phenomena.

It is evident that various pedagogical phenomena may often be studied from various angles, depicting and reflecting by adequate means only certain aspects of the studied phenomenon. However, only the study of substantial aspects of this phenomenon and their synthesis may help us to gradually arrive at deeper but not absolute recognition of the actual phenomenon. Partial, gradual recognition of various aspects of phenomena is thus an infinite process of cognizing varied natural and social realities. According to F. Engels this is the tax which man pays to nature for subordinating it with his reason while nature subordinates him with its laws. W. R. Ashby believes that every material object contains an infinite number of possible systems /Ashby, Kybernetika, Orbis, 1961, p. 63/. This is also reflected in that every scholar or research group will approach the solution of the problem from a different angle, from different angles of the system. From the broad range of possible systems representations three main methods may be specified at the general level: systems personification, systems simplification and systems optimization. Systems personification is directed at the detailed representation of a given phenomenon, this to maximum extent. In practice demands are often voiced for research to depict at a certain moment or point "all" complex structural systems linkages of studied phenomenon. Such requirements are unrealistic both from the point of the multifareous reality and from the point of view of time limitations, the limitations of material and financial means which have been put at the disposal of the scholar. As compared with the above described method systems simplification simplifies the representation of the studied phenomenon to a greater or lesser extent. Any systems model representation is a certain simplification but not every simplification is practically acceptable. The construction of the model of the system of the studied phenomenon consists in such simplification when much of its properties are lost and seemingly incorporated in other properties. Its efficiency consists in the depiction and discovery of key and substantial properties. This requires systems optimization of the model of the given phenomenon. Systems optimization is also a certain simplification, i. e., one that is carried out with a certain objective and which from a certain angle contains only certain respective basic elements and linkages of the system which are represented using a model. From this point of view the formulation, definition of the system and construction of an adequate model are important methodological and practical problems.

The question is in that the systems representation of a certain phenomenon must provide the possibility of a deeper cognition of the said phenomenon, this with regard to the further possible development of the given phenomenon. On this basis it is possible to acquire knowledge which is necessary for social practice, for the purposeful control of the development of the given phenomenon.

The importance of the systems approach should be viewed from at least two main angles:

1. The systems approach including adequate methods assumes the character of a general scientific discipline on the

one hand in linkage with the dialectical materialist method, on the other in linkage with concrete methods of scientific disciplines, including Marxist pedagogy.

2. The systems approach has its world opinion aspect /as stated above/. This should be borne in mind in the process of education, the formation of the scientific world opinion within the system of communist education, namely of the young generation, because the dialectical-materialistic systems concept of natural and social reality creates the basis for creative thinking and action of present day man - the citizen of the socialist society.

This indicates the direction of research in the field of education and the training of educational personnel in the next five-year plan.

HANA PROCHÁZKOVÁ /CSSR/

INFORMATION PRIORITIES IN IN-SERVICE TEACHER EDUCATION

The rationalisation of the information process is one of the pre-requisites of the scientific control of the educational system, the pre-requisite of the efficiency of pedagogical research and of the quality of educational practice. It has therefore become part of the programme of information policy at national and international levels and of international cooperation. The exchange of information is implemented on a broader scale through national centres, the educational information network, the cooperation of specialized institutions in the solution of topical thematic areas, such as is in-service teacher education.

The importance of ideological postulates, political goals, the scientific organization and methodology of in-service teacher education, as well as the necessity of exchanging information on a broader regional scale has necessiated the establishment of a centre which would collect, in a complex manner, information and documents related to in-service teacher education, provide selective distribution of information to respective users while making a critical analysis of the content of such documents and by synthethizing and conducting comparative research contributing towards the upgrading of all forms, methods and content of in-service teacher education /INSET/ in the participating countries.

The European Information Centre of Charles University for Further Education of Teachers operates as a national research and information establishment of Charles University and by its status has a broader mission within the framework of the European region, namely "to endorse the development of information in the field of the theory and practice of permanent education of educational personnel." The European Information Centre for Further Education of Teachers thereby implements the international exchange of information in the field of education, this in harmony with Part 3 of the Final Act of the 1975 Helsinki Conference on Security and Cooperation in Europe.

The first task of the European Information Centre was to establish a specialized information system for in-service teacher education, a system which in the first stage would provide SDI and critical analyses of incorporated information.

An indispensable precondition of the operation of the information services and scientific analytical activity of EIC-FET is its information file developed in broad cooperation with the other European countries. The concept of the formation of this specialized information system for in-service teacher education was approved in 1977 by the Collegium of Charles University. The 1st International Consultative Meeting of Experts of the European Region was held in Prague in 1977 to discuss information and research priorities in the field of in-service teacher education and thus to become the starting point for the further development of the Centre's international cooperation oriented mainly to institutions in the socialist countries and to the respective divisions of UNESCO whose support to the EIC-FET depends on experts' recommendations.

The 2nd Consultative Meeting of these experts held in Prague in 1983 evaluated the results of the activity of the Centre in the first stage of its work and highly appreciated its documentation and information activity, this with regard to the Unesco long-term plan leading to the year 1989.

As concerns experience with building the information system we proceeded from the Marxist postulate that the specificity of information in the social sciences as against technical information is in its content which by nature is mediated because it reflects the different, in some instances, class antagonistic character of the process of the cognition and control of social phenomena, taking into account the historically conditioned national specificities of educational systems.

The principle that not all information which has objective impact on the process of deepening progressive cognition and the development of society is incorporated in information exchange also applies to the establishment of an INSET information system which is a subsystem of educational information. The need of providing full information is therefore replaced by the demand for a high selectivity of the information service. This in no way contradicts the fact that the stimulating policy of the system should be based on complexity and proportionality of the information file from which information is provided by critical selection.

Next to the selectivity of information, the information service must also observe the fact that users' information demands are not conceived as an unchanging complex but as a dialectical process of the development of mutual relations between partial or local information requirements and the total, long-term demand of society in the field of educations. The information system must not only meet this need but must also anticipate it.

Information sources endorse existing system of in-service teacher education by the provision of concepts and novelties, legal norms, syllabi and curricula, study course programmes, etc. Also studied were forms of the distribution of information on facilities and activities and communications media, such as the press and periodicals providing information on in-service teacher education, documents on international meetings, on programmes of organizations, research projects, curricula development, etc.

The build up of the information network of the European Information Centre is based on the broad cooperation of interested institutions and organizations. In order that information services should stretch to the respective regional width and thematic depth and to achieve optimal organizational and methodological structure the Centre not only draws major ideological and material support from Czechoslovak bodies, namely the Ministry of Education of the Czech Socialist Republic and from cooperation with international organizations, mainly Unesco, this especially the International Bureau of Education - Unesco/IBE in Geneva, with

with information macrosystems in the USA, the Council of Europe, etc. and with educational information networks in the countries of the Council of Mutual Economic Assistance, cooperation with non-governmental organizations and national institutions with internationally based programmes in the interested countries, etc. The EIC-FET is conceived as the mediating link with users.

The interest of EIC-FET is centred on the socialist countries. Its activity in this area is oriented to bilateral cooperation with educational information centres and with specialists in higher education. It is the aim of the Centre to see to it that in the selection of representative titles from the national productions of different countries for the international forum socialist pedagogy, which owing to language barriers had so far not found appropriate response, should be adequately represented.

The European Information Centre is successfully fulfilling this task mainly in its information publications which are published in Russian-English mirror versions and which carry abstracts, selected bibliography and reports on in-service teacher education /Newsletter/ from various significant sources. The centre also publishes a monothematic collection of scientific articles and materials from international meetings held with Unesco participation. Add to this studies which are elaborated by the Centre's staff under contract with Unesco institutions.

Higher level publicity is given to the ideas of Marxist pedagogy and experiences of socialist educational systems by the bibliographic cooperation of the EIC-FET with Unesco/ /IBE in Geneva under a contract with Unesco: the subject of the contract is the identification of sources of INSET in world production since 1980, their processing into records in the English language with bibliographic description using international standards and indexed using the Unesco/IBE Thesaurus. These records are then incorporated in the international automated documentation system. The International Bureau of Education publishes them in a quarterly monothematic bulletin, this as of Volume 218/219 of 1981, on in-service teacher education.

The respective institutions in the countries of the socialist community want their national production to be representative and interesting and annotations really based on author's reports.

Publishing bibliographic surveys and their dissemination is one component of EIC-FET information services, an active component, which is continuous and relatively universal, insofar as this is possible in view of the specialised nature of the problem area. The Centre provides thematic information searches to order to its active home and foreign users, complete with primary sources. The European Information Centre's data acquisition within the European network is free, based on mutually advantageous exchange. This secures the completeness and proportionality of sources on in-service teacher education.

The evaluation of the information process is conducted on the basis of feedback in the given area. Optimization of own information activity is then based on this evaluation. Using bibliometric analysis /statistical evaluation of the frequency of phenomena/ we found that with regard to frequency in all EIC-FET bibliographic publications the first third of all accumulated information is concentrated in 5 periodicals, the second is contained in the following 15 periodicals and the remaining third is the remaining 45 periodicals which among others fully complies with Bradford's law on information scatterring /$T_1 : T_2 : T_3 = 1 : p : p^2$/ where T is the number of periodicals in the respective zone of scatterring. Following the results of these surveys the Centre reduced its subscription to periodicals which only rarely publish reports on in-service teacher education and decided to follow these reports in big educational libraries and provides the reproduction of selected papers on microfiche. This allows for economical acquisition, storage and operative mediation of sources.

Users are the final criterion for assessing the quality of information dissemination and of the structure of the information service.

The results of the inquiry contributed towards the identification of subjective information priorities which were then compared with the results of the bibliometric analysis, with the aim of establishing objective information priorities in the following, qualitatively higher stage of information activity.

The European Information Centre for Further Education of Teachers /EIC-FET/ is striving to link the active and continuous nature of its services with selectiveness and promptness of information. It is beginning to provide SDI to users, uses mechanized data processing for indexing which endorses scientific analysis and the critical assessment of information received from abroad.

In conclusion we may say that the European Information Centre for Further Education of Teachers is viewed by specialists in the European region as being the mediator of information and the coordinator of information services in the field of in-service teacher education. This has many times been stated at international events, such as were the consultative meetings of representatives of National Commissions for Unesco /Bratislava 1980, Brno 1982/. The consultative meeting of experts of the European region held in Prague in 1983 held with the aim of discussing information and research priorities in in-service teacher education stated that the EIC-FET had succeeded in overcoming language barriers between educational systems in the European countries in such a way through the English, language it has become an important channel of information on socialist systems of in-service teacher education for countries of western Europe, and through its Russian language service a channel of information on INSET for the countries of the socialist community.

The 9th meeting of heads of educational research institutes held in Sofia in 1981 assessed the results of information work and stated that next to the said mechanisms the European Information Centre is often the medium for transmitting information between the socialist countries themselves. The said priorities help the Centre to efficiency contribute towards mutual recognition and mutual understanding among nations which is one of the main preconditions of peaceful coexistence. We can therefore say that the European Information Centre for Further Education of Teachers is fulfilling its mission in the European region to the full.

JARMILA SKALKOVÁ /CSSR/

FUNCTION OF SCIENCE OF EDUCATION IN THE SYSTEM OF IN-SERVICE TEACHER EDUCATION

The study of the content and methods of in-service education is closely linked with the mutual relations between educational theory and practice. The aim of this communication is to point to certain aspects of this relationship and to the relationship between the practical work of serving teachers and educational theory. We will thus have to bear in mind mutual coordination, i. e., the endeavour of theoreticians to help practice and the sensitivity of practitioners to theory, their readiness to accept theory. This problem area remains topical in connection with the in-service education of teachers in the process of the restructuring of the educational system. This problem area has basic importance not only in relation to the standards of the work of teachers and other educators but also in relation to school administration, the compilation of text-books, inspection, etc.

Some questions deserve in-depth analysis, should become the subject of the interest of scholars and are emphasised by everyday practice. A number of questions arise in this context: Why do teachers involved in in-service teacher education often give priority to upgrading their scientific and methodological knowledge and skills and yet do not feel it necessary to deepen their theoretical educational knowledge, and sometimes in fact refuse. What is the standard of the development of teachers' professional thinking, the level of their professional awareness of their own activity? To what extent are educational postulates really implemented in practice? How is this relationship being developed with regard to the new tasks set by the restructuring of the educational system? What is the inter-relation between the present level of theoretical knowledge in education and the level of everyday educational practice?

In the education of practitioners the science of education has an explanatory function. This function gains importance in periods of profound changes in concept. The present period of the gradual restructuring of the educational system is such a period.

At present our main concern is to see to it that the basic principles and trends on which is based the further development of our socialist school are properly explained and understood, in relation with the functions of education in the dynamic development of the socialist society. There exist numerous concrete signals indicating that this primary task is still topical. Let us mention such examples such as is the transfer of subject matter in lower grades from the lesson to homework or the incorrect interpretation of four year apprenticeships with the examination for a certificate of secondary education as a "backdoor" way enrollment in higher education, there still persists the overloading of some text-books with facts, old well-known pedagogical principles of text-book writing are often neglected, there is the orientation to the receptive acquisition of subject matter in lessons, there is bureaucracy in school administration, in inspection work, etc. It will be necessary to uncover contradictions between the goals of education and concrete implementation to point out that the consequences of such phenomena are contradict the important principles of deepening democratization, the principle of the optimal development of every pupil, the unity of rearing and education, etc. These are not isolated methodological questions. It will be necessary to develop in the conscious of teachers of text--books, handbooks, etc, the understanding of internal relations between general principles and the theory which underlies the document on the Further Development of the

Czechoslovak Educational System, between partial problems and situations which teachers have to resolve by themselves in the classroom. They will have to learn to understand the linkages between the document and changes in their own educational work, to view everyday practice, facts and experiences and their own decision-making from the point of view of the present level of theory.

The understanding of theory, and the view taken of practice which is founded on this theory minimize the incidence of simplification, solution of controversial situations in which the teacher instead of looking forward turns back to the past. Such an understanding leads to the harmonization of goals and intents contained in legal norms, with the aware practical everyday work of teachers and other educators. Such a comprehension of theory is enhanced not only by pedagogy but also by the implementation of economic, sociological, psychological and other theoretical information. Comprehensive clarification facilitates the understanding of the necessity of changes and development prospects.

In this connection pedagogues must resolve the question of the preparedness of theory for more efficient implementation. This will assume a more intensive and more purposeful development of all links in the system of basic and applied research ranging to educational popularization and publicity. Also envisaged is the aware development of all genres of specialized educational literature, a consistent consideration of the addressee and reader in developing the concept of individual types of scientific work, the substantial enrichment of production designed for the teacher and educators an efficient in-depth cooperation of theoreticians in the preparation of cycles of pedagogical lectures, etc. This also means that it will be necessary to intensively develop organization and control which will establish a system of introducing the given level of scientific knowledge of pedagogy into practice. This concerns the authors of text--books, the new content and concept of inspection work.

A very important research task is the actual incorporation of science in the work of the teacher and educator. Theory is not only explanatory but its function is primarily transformative with regard to educational practice.

There exists proof and there is no need to carry out special research to show that this cannot be achieved by mere mentoring and explaining. The clarification of new pedagogical information does not suffice for the successful introduction of theory into practice.

The introduction of theoretical novelties into practice is no mechanical transfer of theory into the individual activity of the teacher, not even when the novelties have been profoundly and widely verified. With regard to the teacher this is always a complex process which assumes a considerable level of independence and creativity.

All of us have known teachers who understand well the content of in-service training courses, have a sound knowledge of new theories and information and even believe them to be interesting and attractive and yet do not see any possibility of using this theory and information in their everyday practice. This is because with regard to their own work teachers are wont to regard such theories and information abstractly. In their conscious two separate spheres seem to develop: the sphere of theoretical knowledge /abstraction given, for instance by the course content, without any relation to own experience/ and the parallel sphere of own experience which guides the teacher's actual behaviour. It will therefore be necessary to clarify to greater depth ways which will endorse not only the understanding of theoretical presentations but which will in fact promote the inter-linkage of the two spheres, i. e., the penetration of theory into the experience of the teacher and vice a versa the enrichment of theory through the teacher's own experience.

The means should be studied which are to develop the ability of the teacher to analyse real educational situations. Ways of stimulating the teacher to professionally consider his own work should also be studied.

At first the teacher should be taught to see problems in real educational and instructional situations of everyday practice and in such instances to be ready to look for theoretical clarification, to be able to formulate questions in appropriate theoretical terms.

Notional preparadness, willingness and also the art of the teacher to consider his own work from the theoretical angle conditions the possibility of the fruitful inter-relation between science and practice, develops the teacher's willingness to accept new scientific information and a positive attitude to their practical introduction.

The above problem area deserves special analysis. It will be necessary to consider such a level of practical activity when the teacher is not able to express in suitable pedagogical terms his own other people's experiences. In such instances, and as we all know they are nothing exceptional, not only beginning teachers but also teachers with long years of service are not able to formulate problems arising in their practice, are not able to express them in simple form, in general terms of Marxist pedagogy. They express themselves in extremely popular terms, unprofessionally. These are not shortcomings in formulation, the inability to cope with the main terms of pedagogical language. Such a situation signalizes that the teacher's professional thinking is not adequate; such thinking which would allow him to penetrate to greater depth the educational process which he himself controls. This in turn hinders any in-depth understanding of new ideas and theories, an understanding of the substance of new procedures and methods which are linked with the restructuring of the educational system. In such instances mechanical imitation, simplified and superficial transmission of individual experience to different conditions takes place, resulting in personal disappointment and scepsis. In order to make sure that experience with successful educational work is really transmitted to other persons, to allow such experience to be disseminated and repeatedly implemented it will have to be presented in profoundly conceived theoretical terms, clarifying the causes of failure and success. Experience cannot be directly transmitted - what should be transmitted is the idea underlying the experience.

We are not merely concerned with cognition. Current theory penetrates practice also through the development of skills which are important with regard to the profession of the teacher. In this sense the development should be welcomed of a range of theoretical research projects which are important for upgrading the teacher's practical work. Such projects include, for instance, the development of the teacher's communication skills, the analysis of professional skills consisting in resolving didactic situations, instruction in professional skills, etc.

The research of these and similar aspects of the work of teachers is extremely important with regard to in-service teacher education. It should be emphasised that the upgrading of the teacher's pedagogical work should be conceived in relation with the entire system of his work.

One cannot be satisfied with a situation when a caleidoscope of ideas on partial changes in the content of instruction, information on activity methods, problem teaching, the use of modern educational media, etc., is formed in the conscious of the teacher who does not sense their inner linkage. Such an isolationist approach and one-sided functional thinking has resulted in the hesitant attitude of some teachers towards new demands which are being placed on the control of the process of instruction. They either only take into account individual novelties while not seeing any possibility of incorporating them in their work under the given conditions or claim that they are not really novel and that the have been implementing them for a long time.

It is a well known fact that the process of instruction will not change merely by the introduction of new curricula, text-books and individual isolated novelties; it represents a complex system of relations and one must therefore assume that it will change within the process of the development of the whole educational system which is characterized by unity of content and professional skill. It is very important that the teachers should pose to themselves the following questions: What kind of an educational system is it which will open the door to the optimal development of all pupils and to the attainment of goals formulated in the documents valid for the respective type of school? The question thus posed leads to an in-depth understanding of the unity of the new content and method, the unity of their instructional and educational impact, to the establishment of a new relationship between methods which lead to the acquisition of ready subject matter and methods which organize the development of pupils, the solution of theoretical and practical problems, to a new solution of the inter-relations between theoretical knowledge and practical behaviour, etc. This means that such thinking should be developed which relates to the whole system in which relations develop between goals and means /methods and content/ and which is oriented to the attainment of expected results.

In conclusion I would like to emphasise the main goal: The research of in-service teacher education undoubtedly incorporates the measure to which the science of education is incorporated in the work of the teacher. Differentiated analysis of the active inter-relations of the science of education and teaching practice has confirmed that the pedagogical component of in-service teacher education will have to be consistently oriented to a system which will overcome pedagogical montoring. The concrete development of this system is obviously an important aspect of the implementation of in-service teacher education. The systems approach naturally emphasises the demand that text-books, handbooks as well as control and supervision should measure up to the level of the science of education.

All this conditions the teacher's success in his everyday work in the classroom.

ALEXANDER TUČEK /CSSR/

PUBLIC OPINION OF PARENTS AND EDUCATORS RELATING TO THE ROLE AND POSITION OF TEACHERS AND INSTRUCTORS IN THE SOCIALIST SOCIETY

In the stage of the construction of an advanced socialist society the social responsibility grows of teachers and other educationalists for the Instruction and Education of the young generation and for the education of adults. Objective demands placed on teaching, questions of the education and social mission of education personnel are specified in the documents issued by the communist parties and authorities of the countries of real socialism. The objective analysis of the role of present-day educationalists proceeds from the study of the pedagogical heritage of V. I. Lenin, N. K. Krupskaya, A. V. Lunacharski, A. S. Makarenko and other founders of Soviet pedagogy. This analysis is one of the task of scientific and research work oriented to the solution of theoretical aspects of the initial and in-service education. The paper will deal with the said problem area in the CSSR.

In connection with the implementation of the project of the further development of the Czechoslovak Educational

System /1976/ the question has arisen of how correctly, fully and effectively society comprehends the objective role of educationalists, to what extent this role is comprehended by the teachers themselves and how it is perceived by the parents. It appears that the comprehension of the role of educationalists is pertinent to the growing importance of the subjective factor in the development of society and to the growing importance of all social institutions and organs in the process of communist education. The study of the said problem has immediate impact on the selection, training, in-service education and control of educational personnel.

Today we have at our disposal the results of a preliminary survey which provides information on public opinion on the role and position of educationalists who form a numerous and highly qualified section of the socialist intelligentsia.

The inquiry was carried out among deputies of national committees in one district who were asked to express their views on the role and position of educationalists. The responses are now being computer processed. A similar inquiry was carried out in the same district ten years before. Questionnaires which were filled in by Pioneer leaders are now being collected. The introductory project of the questionnaire inquiry relating to the role and position of teachers and other educators designed for parents and for educators is ready for scientific review.

We proceed from the research carried out B. Kačuda and his collaborators devoted to the sociology of the teaching profession, from the work of M. Klímová concerning interest in the teaching profession, the studies of Slovak authors V. Špendla, M. Lapitka and O. Baláž. We are also taking into account the results of the work of the laboratory for the research of the teaching profession in Novosibirsk which are known to us from the work of Vladimir N. Turchenko. Also available are older Polish research results.

The project of an extensive questionnaire inquiry /some 4.5 thousand persons/ which will be implemented in the years 1983 - 1984 is based on the results and methodological experiences gained in our preliminary research of the views of parents and of five categories of educationalists. The analysis of results obtained in 1982 has been prepared for print /the publication is edited by Z. Burian and M. Čadská and is published by the Information Centre of the Pedagogical Faculty of Charles University in Prague/.

We are now able to present data obtained in our inquiry. It should, however, be taken into account that the results were obtained from a relatively small sample of respondents.

The inquiry showed that the social position of educationalists is based on a generally solid foundation which relatively corresponds to its social role. On the other hand it showed the differentiated weakness of this position which does not agree with the present and prospective tasks of educationalists.

We have prepared Table 1 which shows a comparison of how respondents evaluated the teaching profession in context with other professions, evaluation applying the criterion of social position and other criteria, such as, for instance, income, leisure time the creative character of the work, etc. We are presenting indirect information on how respondents evaluate the teaching profession, namely the prestige of the profession. We believe that the data presented allow to identify the weight the social position of the teaching profession in the content of general educational and especially social problems.

Table 1. Place occupied by the teaching profession as concerns their social position in comparison with evaluation by other criteria

It is evident that teachers placed in the first, upper half of the table while instructors placed in the second lower half. It is also evident that there exist certain differences in the evaluation of the position of teachers which relate to their work at this or that school level. The data obtained are not in any disagreement with experience, they do not, however, comply with the principle of the unity of education and instruction, nor with the sense of the reconstruction of teacher training in the CSSR. We therefore consider it to be purposeful to continue in this research and to find which groups of respondents are the bearers of socially undesirable views.

The differences in parents' views on the one hand those of educationalists on the other is often described in sociological literature, of our authors it is anticipated by Jan Fišer and Vojtěch Špendla. In our research this difference was only manifested in some cases where it testified to shortcomings in the self-assurance and social reflection of educators. We believe that this should be taken into consideration in the education and self-education of educational personnel.

Of the other results of the preliminary survey we present the responses of parents to one of the questions which were related to the competency of educators. We found that questions of this type take our research from the sociological level to the area of educational theory in general, namely to the sphere of teacher education.

Table 2. Parents' views of the competency of advice and recommendations given by educationalists

The first six points represent the recognition of the competency of educationalists, the other points express doubts or rejection of this competency. Alternatives which parents did not select include their doubts as to the competency of teachers and other educators to explain political events to pupils. This may have two contradictory explanations. Some responses lead us to assume that parents tend to separate education in the family from the educational process in the school. Even the parents' recognition of the competency of educators in certain areas cannot be considered as being a positive phenomenon, this because parents attach greater value to their children's school reports than to the real educational impact of the school. Data obtained indicate evident conclusions for general and especially educational publicity.

Valuable methodological experience was gained in the preliminary research. The questionnaire inquiry of parents opinions showed that the general concept of the role of educationalists in the socialist society penetrates social awareness. The results of the inquiry are important for the theory and practice of initial and in-service education of educational personnel.

The survey centred not on the prestige of the profession but on the evaluation of the competency of educationalists which is an illustrative and explicit manifestation of the social position of teachers, instructors and other educators.

The accentuation of the competency of educational personnel allows to organically link the questionnaire inquiry with a historical comparative analysis of the rights and duties of this personnel. The theoretical analysis of the concept of competency leads to traditional pedagogical concepts, i. e., the concept of authority, the concept of education, the concept of the qualification of the educator, the concept of functions and tasks, the concept of the personality of the educationalist.

Research work devoted to the questions of the social role and position of educationalists in the conditions of an advanced socialist society at first sight only deals with the general training of teachers but in fact conditions the scientific solution of the reconstruction of this system of initial and in-service training and leads to the main problems of educational theory, i. e., to the question of the role of teachers and other educators in the process of the development of the personality of the pupil in the socialist school, to the clarification of the leading role of the teacher in the process of instruction and education of active, independent and creative pupils.

Table 1. Position held by the teaching profession in the social ladder in comparison with evaluation applying other criteria

Evaluating criteria Teaching profession	According to views held by educational personnel /I=100/		According to views held by parents /I=208/	
	number of data		number of data	
	better	worse	better	worse
Teachers:				
nursery schools	9	$3^{+/}$	5	$7^{+/}$
grades 1 - 4 of primary school	5	$5^{+++/}$	5	8
grades 5 - 8 of basic school	0	13	4	9
senior grades	0	13	2	$10^{+/}$
higher education /associate professor/	0	12	0	$10^{+++/}$
Teachers total	14	46	16	44
Instructors:				
basic school	13	0	5	$5^{+++/}$
childrens' homes	10	$2^{+/}$		$5^{+/}$
working class youth	13	0		$5^{++/}$
instructors of practical training	11	$1^{+/}$		8
group leaders of Young Pioneer Organization	12	$0^{+/}$		$2^{+/}$
Instructors-total	59	3	33	25
Total	73	49	49	69

Table 2. Parents' views of the competency of teachers and other educators as concerns educational views and recommendations /I = 172/

1.	achievements evaluation and report	134 responses.
2.	evaluation of behaviour	131
3.	evaluation of talents and skills	121
4.	vocational guidance	113
5.	presentation of subject matter	109
6.	advance to senior grades or to higher education	107
7.	to send the pupil for special examination	62
8.	demands on pupil's equipment for school	60
9.	clarification of political events	50
10.	comments on creative activity	45
11.	comments on choice of friends	44
12.	comments on education in the family	39
13.	competency in the training of hygiene habits of the child	32
14.	comments on the punishment of the child in the family	20
15.	comments on the life pattern of the child	15

Note: A sample of 208 randomly selected parents from Prague and its surroundings were asked to respond to the question: Which advice and recommendations made by the educator do you consider to be the most important in the education of your child? Some parents /32 persons/ did not respond, other respondents usually selected 6 - 7 variants of the 16 presented. The evaluating scale was constructed according to the frequency of chosen possibilities.

VRATISLAV ČAPEK /CSSR/

MAIN TRENDS OF DEVELOPMENT OF SUBJECT DIDACTICS, THEIR STRUCTURE AND FUNCTIONS WITH REGARD TO TEACHER TRAINING

The problem of the structure of didactics of scientific, arts and technical subjects and their functioning in the process of teacher training was subjected to a systematic research after the second world war, namely within the sector and State research in the early 1960's. The didactics of different subjects were developed as applied disciplines. Science, arts and technical knowledge was incorporated in text-books without any didactic clarification while on the other hand pedagogical knowledge and laws were transmitted and incorporated in practical educational systems and the content of the respective science, arts or technical discipline was underestimated. The onesided approach to the said problems corresponded to the "bi-polar" concept of education, the concept of teacher training which was characterized by special linkages between pedagogical education and subject education in the given specialization. The applied character of subject didactics was overcome in the subsequent process and replaced by processes oriented towards integration.

Efforts were made to eliminate the "bi-polar" nature of teacher education by integrating pedagogical and subject-related education and by integrating theory and practice of subject didactics at university level. At present the concept is being developed of specialized education and subject didactics taking into consideration and applying the aspects of pedagogical training in the respective science, arts and technical subjects; on the other hand the specificity of the subject is taken into consideration in the pedagogical training of teachers. Integration approaches and their applications are manifested in new functions as partial aspects. With regard to initial training subject-teaching /didactic/ of the subject becomes a typical "marginal subject" with all consequences following from the above concept for subject didactic as a science and as a study field.

The present research of the structure and functions of subject didactics proceeds from the results of the previous five year research concerning the "Content of life-long teacher education" which mainly solved the problem of the problem of the relationship between scientific discipline and their didactic. The research also dealt with the general aspects of the relationship between pedagogical disciplines and subject didactics. The research clarified the main questions of the integration of subject specialization and subject didactics, as aspects of teacher training. The research made it possible to construct the content and function of subject didactics in teacher training and to develop the main aspects of those subject didactics which have as yet been little dealt with.

The general theoretical pre-requisite of our research of the respective didactics was the fact that the current rapid development of scientific, technical and arts recognition of objective reality must find social reflection.

Effective social reflection of reality gives rise to a human process which bears impact on the education of socialist man, developing his personality. One component of the said social reflection of scientific knowledge is the purposeful and controlled educational process covering the teacher's whole serving life. In this process the main role is taken by the school educational system, its overall concept and the educational process which is materialized inside this system through the individual subjects. Subject didactics in higher education train teachers for controlling the educational process in a certain subject of the educational process in a certain subject of the educational system and can at the same time provide him with broader and deeper education which form the teacher as an important factor with adequate knowledge and skills for the creative introduction of the results of science into social reality through in-school or out-of-school education. Types of activities which the teacher needs to implement within his extensive, socially explicit ideological and political function follow from the dialectical concept and interpretation of the results of scientific and other knowledge. They educate the teacher, orientate his personality, his knowledge, his interests, orientate him to certain life values. The structure of subject didactics, their function and the training of students for this work are the basic content of the five year research project in the said sphere of teacher education.

The second postulate of research in the field of subject didactics were new demands which are being placed on initial teacher training which proceed from the document "Further Development of the Czechoslovak Educational System" as well as from the implementation of principles set in this document for individual subjects in the educational system. This means that the concrete postulate are changes following from the practical implementation of the said document. The new concept of subjects in the educational system has become the point of departure for our research of abilities and skills of student teachers. The development of abilities and skills is part of subject didactic within the training of students for the control of the pedagogical process at primary and secondary school.

The research related to the structure and function of subject didactics in teacher education revealed certain important trends some of which were anticipated and others resulted from theoretical and practical needs which only became evident during the research project.

On the one hand there are global concepts of didactics of scientific fields, such as aesthetic education disciplines science disciplines and economics disciplines, the didactic of languages, etc. The didactics of individual disciplines are subsystems of the said systems. On the other hand the concept has been developed of "special" partial didactics which are only part of traditional scientific disciplines such as for instance the didactics of physical geography, mineralogy, etc. This results not only from practical and theoretical needs but also from the fact that specialists in the respective scientific fields are beginning to devote their attention to subject didactics both with regard to teacher education and with regard to social reflection. This brings about new problems which will have to be analysed; conclusions will have to be drawn from this analysis for further research.

The second trend which has appeared in the process of our research is the endeavour to develop special didactics for different school types: primary school, secondary school, special schools, etc.

The third trend shows that it will be necessary to develop didactics for those subjects where adequate attention has so far not been devoted to this problem area, namely the didactics of technical subjects and vocational training, the training of educational personnel for vocational training courses, etc.

The three trends demonstrate the natural movement in science which is directed towards integrating disciplines and specializations and to various forms of specializations as the dialectical counterpart to scientific integration. Preconditions are thus formed for a better development of the concept not only of the comprehensive specialized education of teachers in the future but also for finding more efficient approaches to the development of concepts of subjects in the educational system and their interaction. The described trends are evidently based on the already attained level of research in subject didactics. There is, however, a growing diversity in terminology which necessitates the clarification of inter-relations between the general and the specific, the concrete and the abstract in subject didactics.

The marginal character of subject didactics allows a profound approach to be taken to pedagogy and to the subject which the teacher teaches, i. e., the relationship between the specific and the general in the didactics of different fields in dependence on the type of school and on the respective discipline. The said relationship also finds its reflection in the structure of each subject didactic, in the use of terminology, etc. Our research assumes the solution of the relationship between didactics and some subjects, namely mathematics, science, economics subjects, etc.

The key problem of our research programme concerning the structure of the didactics of science, technical and the disciplines as subjects of instruction in the process of teacher education is the research of the educational process and its individual stages in selected science subjects, in social science subjects and in other subjects.

In the first, preparatory, stage our interest was oriented to the transmission of science, art and technical knowledge into the content of education. The problem is being considered of the didactic system as a complex of educational values /goals/ of the given content of education as is the main research method, namely that of target structures.

In the second stage the object of research is the process of the transmission of the content of education into instruction projects. The problem is being considered of the research, development and practical use of curricula and text-books, the method of research, i. e., the method of didactic analysis, is being considered which is being used for making analyses of thematic units and subject matter as well as of the teacher's preparation for instruction.

The object of the third stage, i. e. implementation, is the actual process of instruction - inter-relations and interactions between the pupil and the teacher, the pupil and the content of instruction, the goal, content and means of instruction. The problem of the overall approaches and strategies of the teacher in the control of instruction are considered.

The object of the fourth stage, i. e. evaluation, are methods of the evaluation of instruction results, the evaluation of the pupil's work, changes in the pupil's personality as concerns value orientation in the school with regard to societal needs.

The fifth stage - forecasting - investigates the prognoses which predict the developmental trends in instructional problems, influences changes and innovations in the concept and solution of outstanding questions in all stages of the educational process in all subjects of instruction.

Another problem which is very important and is related to the structure of subject didactics and their functions is the measure of the preparedness of the student teacher for the specialized control of the educational process. The abilities and skills of the student teacher together with the structure of subject didactics comprise the basic factors for the solution of our research project.

All tasks are thus closely inter-related and should yield practical recommendations for raising the efficiency of work with basic educational documents which are related to subject didactics. Research in this field must be based on empirical material and must result in the definition of categories of activities of teachers and pupils, in the development of a typology of mental operations which are decisive for the development of abilities and skills, they must result in the solution of problems related to the development of didactics as a subject of instruction in institutions of higher education training for the teaching profession.

Preliminary research in the years 1975 - 1980 defined general postulates for a number of subject didactics and thereby established a firmer foundation for the present research programme which for the first time also includes the development of subject didactics as subjects in the comprehensive education of teachers.

The research is oriented to bringing closer together the concepts, structures and terminology of subject didactics and towards raising their efficiency as subjects in institutions of higher education, this with regard to initial teacher training, the interrated education of teachers within their training for qualification in two subjects, with regard to upgrading the training of teachers for primary, secondary school and for out-of-school education, to the innovation of subjects in the educational system, to provide general upgrading and the establishment of inter--relations between subjects. The set tasks are being fulfilment of the long-term tasks of our socialist school and together with other research plans are part of the sector plan of research of the Central Institute for the Education of Educational Personnel /ÚÚVPP/, coordinated by its Director Associate Prof. Dr. K. Tmej, Candidate of Science.

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